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ABSTRACT

The effects of vocational leadership development were studied for 23 Fellows enrolled in the 1992 Ohio Vocational Education Leadership Institute (OVELI). A literature review focused on four components: leadership styles, educational leadership development, vocational leadership development, and visionary leadership development. The Leadership Behavior Questionnaire was administered as the pretest and posttest to measure respondents' answers to the leadership processes exhibited. Mean posttest scores increased slightly over the pretest scores. Immediate supervisors perceived no significant differences between the pretest and posttest mean scores. Low to moderate relationships were reported between selected personalogical variables and the visionary leadership scores. OVELI participants showed growth in several areas of visionary leadership. Gender did not seem to make a difference. The immediate supervisors tended to report stronger visionary leadership development of the OVELI Fellows than the Fellows reported of themselves. When OVELI was concluded, the Fellows perceived themselves having higher visionary leadership skills than at the beginning of the institute. Recommendations were made to follow up the classes of Fellows and study the OVELI curriculum to strengthen the development of the specific leadership areas required of visionary leaders. (Appendixes include correspondence and the survey instrument. Contains 74 references.) (YLB) (YLB)

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ED 389 940

THE EFFECTS OF VOCATIONAL LEADERSHIP DEVELOPMENT FOR INDIVIDUALS WHO PARTICIPATED IN THE OHIO VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in the Graduate School of
The Ohio State University

By

Gale John Leimbach, B.S., M.A.

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The Ohio State University
1993

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1993

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Comprehensive Vocational Education

THE EFFECTS OF VOCATIONAL LEADERSHIP DEVELOPMENT FOR INDIVIDUALS WHO PARTICIPATED IN THE OHIO VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

By

Gale J. Leimbach, Ph.D.

The Ohio State University, 1993

Professor Dewey A. Adams, Adviser

The problem considered by this researcher was: the effects of vocational leadership development for individuals who participated in the Ohio Vocational Education Leadership Institute (OVELI). The researcher studied the twenty three Fellows enrolled in OVELI during the 1992 institute.

The purpose of this correlational-descriptive study was: (1) to determine the difference between the Leadership Behavior Questionnaire (LBQ) pretest and posttest scores of the OVELI Fellows, (2) to describe the relationship between LBQ posttest scores of the Fellows and personalogical variables, (3) to determine the difference between the LBQ pretest and posttest scores of the OVELI Fellows as perceived by their immediate supervisor, (4) to describe the relationship between the LBQ posttest scores for the Fellows and personalogical variables as perceived by their immediate supervisor, and (5) to describe the relationship between the LBQ pretest and posttest scores for the OVELI Fellows and LBQ pretest and posttest scores for the OVELI Fellows as perceived by their immediate supervisor.

The Leadership Behavior Questionnaire was used as the pretest and posttest instrument. The LBQ measured the respondents' answers to the leadership processes exhibited.

Nine males and fourteen females comprised the OVELI participants in this study. The Fellows ranged in age from 32 to 47 years. There was a slight increase in the mean scores between the pretest and posttest of the OVELI Fellows. There was no significant difference between the pretest and posttest mean scores for the OVELI Fellows as perceived by their immediate supervisor. Low to moderate relationships were reported between selected personalogical variables and the visionary leadership scores.

Conclusions indicated that the participants of OVELI showed growth in several areas of visionary leadership. Gender did not seem to make a difference. The immediate supervisors tended to report stronger visionary leadership development of the OVELI Fellows than the OVELI Fellows reported of themselves. When OVELI was concluded, the Fellows perceived themselves having higher visionary leadership skills than at the beginning of the institute.

Recommendations were made to follow up the classes of Fellows to add to the data accumulated through the leadership behavior questionnaire. The curriculum of OVELI should be further studied to investigate the need to strengthen the development of the specific leadership areas required of visionary leaders. This study should be replicated in other geographic regions of the United States to obtain a

substantial data base for effective vocational leadership development programs.

Further research of vocational leadership development should be conducted in Ohio.

DEDICATED WITH LOVE

to my wife

JOYCE M. LEIMBACH, a great lady.

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CHAPTER I

INTRODUCTION

The State of Ohio entered the last decade of the century hearing a loud and clear cry from the legislature for educational reform and accountability. A number of state, national, and international events had generated this cry for improvement. The global economy had increased competition between nations and between states. The demographic trends continuing through the year 2000 for the United States and Ohio showed a steadily aging work force, resulting in continued labor shortages and a shrinking pool of younger workers. The rapidly changing technology of the high performance work force required more highly skilled frontline workers. Labor reports were demonstrating that the students were not performing at a level to meet the needs of business and industry.

A modern vocational education system must respond to the ever-changing environmental factors. This requires state-of-the-art vocational education and educational programs to ensure a world-class work force for Ohio. With these thoughts in mind, the 118th General Assembly passed Amended Substitute Senate Bill 140, The Education Reform/Accountability Act. This bill mandated development of a plan by July 1, 1990, to accelerate the modernization of vocational education in Ohio.

Background

Leadership was provided by Dr. Darrell Parks, Director of the Division of Vocational and Career Education, to develop a plan for the modernization of vocational education. The plan, Ohio's Future at Work. Action Plan for Accelerating the Modernization of Vocational Education (Ohio Department of Education, 1989), quoted section 3313.901, Amended Substitute Senate Bill 140:

> The State Board of Education shall prepare a plan of action for accelerating the modernization of the vocational curriculum that can furnish students with the skills needed to participate successfully in the work force of the future. (p. 2)

The modernization plan consisted of 11 imperatives. Imperative 11 required a vocational leadership institute to ensure a local and state visionary leadership base for vocational education. The Ohio Vocational Education Leadership Institute was organized to fulfill this objective.

> Dr. Darrell Parks stated, "The future of vocational education in Ohio will be largely dependent upon visionary and change-oriented leadership. The Ohio Vocational Educational Leadership Institute (OVELI) was designed to nurture and promote forward-thinking leaders. It was for this purpose that the Ohio Department of Education's Division of Vocational and Career Education has initiated and is actively supporting the Ohio Vocational Education Leadership initiative." (Ohio Department of Education, 1991, p. 1).

Ohio needs vocational leaders who know vocational roots, development, current status, and future imperatives. Tomorrow's leaders need to know today's trends, understand current operational policy and context, and have the vision and courage to make a difference. The 12-month OVELI program exists to develop the next generation of visionary and forward-thinking vocational leaders.

OVELI encompasses a wealth of intensely planned leadership curricula that focus on four major components. These four components are as follows: 10 monthly weekend seminars, the Individualized Prescribed Professional Plan (IPPP), mentoring, and networking activities that include attendance at state and national conferences.

The OVELI program is comprised of 10 sharply focused seminar sessions that are broad based to provide a multidisciplinary emphasis. The monthly institute sessions involve state, national, and international consultants who focus on the fundamental concepts and issues that will ensure insights into the dimensions of the operation, maintenance, and redesign of vocational education.

Each program participant develops an IPPP that incorporates leadership activities into the OVELI experience. The IPPP requires each Fellow to become a participant in the leadership process and to experience joint expectations through a practical approach. The plan includes participation in the American Vocational Association (AVA) Legislative and Policy Seminar in Washington, DC, the AVA Annual National Convention, and the All Ohio Vocational Conference.

Mentoring is the process through which the achievement of the necessary competencies, as identified in the IPPP, will be accomplished. Throughout the year each Fellow is paired with a mentor or mentors who demonstrated general leadership proficiency and outstanding abilities in specific competency areas. The mentor interacts with the OVELI Fellow to share the vast variety of experiences encountered in his or her leadership role.

Networking is the fourth component of OVELI. Networking provides the opportunity to ask others for ideas and to form a support system. It provides ongoing interaction throughout the seminar activities, among professional colleagues and peers, within professional organizations, through interactions with the Ohio Department of Education's leadership staff, and statewide university personnel. Networking develops a bonding of the individuals within leadership roles and provides a "library" of resource contacts.

The process by which the Fellows are selected for OVELI involves a series of significant steps. Candidates begin their OVELI venture by submitting a completed application form along with letters of support from their employer. Nominees are selected after a review of the requested credentials and through an interview process.

The 12-month program for the Ohio Vocational Education Leadership Institute exists to develop the next generation of vocational leaders. The following statement defines the OVELI mission:

> OVELI'S mission is to prepare quality vocational education leaders who are both competent and comfortable in various settings such as local leadership, state leadership, working with legislators, and professional or trade associations. These leaders will be committed to their profession and qualified to hold state and local administrative positions due to their studies, job experiences, and participation in the OVELI program. (Ohio Department of Education, 1991, p. 2)

OVELI represented a state-of-the-art leadership paradigm. It presented learning experiences in both practice and theory. The practice was based upon current program reality as received through networking and contacts, the mentoring process, and through the completion of the IPPP.

Theory was brought to the monthly seminars through current thinking in relation to future needs. Topics such as the use of data bases in longitudinal studies, comparative national and international educational systems, legislative and policy-making processes, and major trends and issues provided for futuristic thinking and visionary behavior for the leader. The practice and theory came together as a synthesis and integration, completing the competency profile as a credential. This profile should cause the leader to become a self-directed learner in developing a career ladder.

Other states including Oklahoma, Minnesota, and Louisiana have vocational leadership development programs for the purpose of training future leaders in vocational education. A communication network among the program directors from these states allows for an interaction of the needs, experiences, successes, and strengths and weaknesses. This effort helped maintain an exemplary state-of-the-art curriculum.

Statement of the Problem

Research on the results of vocational leadership development programs for vocational leaders was virtually nonexistent. The most current research was conducted by the National Center for Research in Vocational Education. Other research on vocational leadership development has been limited to competencies of joint vocational school superintendents (Wolf, 1985) and leadership styles and leadership competencies of postsecondary vocational technical school directors (Burt, 1986). A study of doctoral graduates who participated in a vocational leadership development program was completed by Unger (1986) and other studies of leadership style comparisons to gender by Cimperman (1985).

A review of the literature shows numerous studies and writings describing leadership traits, behaviors, and leadership dimensions of other elementary and secondary school administrators. Such studies include the following: preparing transformational leaders (Groff, 1987), dimensions of effective leaders (Duttweiler & Hord, 1987), transformational and transactional leadership (Hoover et al., 1991), dimensions of effective leadership (Blase, 1987), leadership-constituent interaction (Gardner, 1988, 1989), and the principalship (Thomas, 1985). These writings related to leadership attributes, behaviors, and other leadership characteristics as perceived by others to be exhibited by "effective" leaders.

On a broader scale, there were few studies investigating the results of any vocational leadership development programs preparing future effective vocational leaders to maintain the integrity of vocational education. Therefore, little research was available to determine the effectiveness of a leadership development program preparing forward-thinking and visionary vocational education leaders.

There is a need for an effective leadership development model, based upon research. This leadership development model could be duplicated by other institutions and states to nurture and promote forward-thinking and visionary leaders.

The problem to be considered by this researcher was as follows: The Effects of Vocational Leadership Development for Individuals Who Participated in the Ohio Vocational Education Leadership Institute (OVELI). The researcher studied the 23 Fellows enrolled in OVELI during the 1992 institute.

Purpose and Objectives of the Study

The major purpose of this correlational-descriptive study was to determine the difference between the pretest and posttest scores on the Leadership Behavior Questionnaire (LBQ) for selected individuals participating in the OVELI. The study further sought to describe the relationship between the pretest and posttest scores for OVELI Fellows, and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor. The study also sought to describe the relationship between posttest scores for the OVELI Fellows and selected personalogical variables. The study was guided by the following research objectives:

1. Describe subjects on the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
2. Determine the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, and the composite visionary leadership score.

3. Describe the relationship between the posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
4. Determine the difference between the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scores, and the composite visionary leadership score.
5. Describe the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
6. Describe the relationship between the pretest and posttest scores for OVELI Fellows and the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary

leadership behavior scores, visionary leadership characteristics score, visionary culture-building score, and the composite visionary leadership score.

Delimitations

Five delimitations included the following:

1. Subjects selected. The total population of OVELI Fellows for a one-year period was included in the study. Therefore, the results are generalizable only to the population of OVELI Fellows included in the study.
2. Two groups included in the study. Group one consisted of the 1992 class of OVELI Fellows. Group two included the immediate supervisors of the OVELI Fellows.
3. Questionnaire selected. The questionnaire selected measured visionary leadership behavior scores.
4. Perceptions of the participants. This included perceptions of the OVELI participants and their supervisors toward the questionnaire, the leadership institute, and the participants.
5. Absence of control group. An appropriate control group was not available for the study.

Definition of Terms

The following definitions provided a common meaning for understanding certain terms used in this study. Understanding these terms will help the reader better interpret the results of the study.

Administrator refers to an individual possessing a valid administrative certificate issued by the Ohio Department of Education, Division of Certification, and who is responsible for supervision of personnel and/or administrative duties other than classroom instruction.

Administrative certificate is a certificate issued by the Ohio Department of Education, Division of Teacher Certification, to an individual who possesses the necessary requirements. Such certificates are usually granted to supervisors, principals, vocational directors, assistant superintendents, and superintendents.

Bottom-line leadership refers to effective visionary leaders' basic sense of self-assurance that they can personally have an impact upon people and make a difference on organizational achievements (McClelland & Burnham, 1976).

Communication leadership is the ability to get the message across, even if this means devising some innovative way to ensure that the leader's idea is understood.

Culture leadership is the extent to which the effective visionary leader is able to develop or inculcate shared values and beliefs held by members that will strengthen organizational functioning, adapting, achieving goals, teamwork, and maintaining the culture.

Empowered leadership refers to the effective visionary leaders' use of power to empower others, who can use their power and influence to carry out elements of the leaders' vision (McClelland & Burnham, 1976).

Focused leadership is the ability to manage one's attention and to direct the attention of others.

Leadership refers to the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his/her followers (Gardner, 1989).

Long-term leadership is the effective visionary leader's ability to think clearly over relatively long spans of time, at least a few years (Parsons, 1960; Schein, 1985).

Organizational leadership refers to the effective visionary leader's ability to have a positive impact on change, achieve goals, coordinate the activities of organizational members, and maintain the system.

OVELI is the acronym for the Ohio Vocational Education Leadership Institute sponsored by the Ohio Department of Education, Division of Vocational and Career Education.

Respectful leadership is the way a leader consistently and constantly expresses concern and feeling for others.

Risk leadership refers to risks that concern implementing parts of the vision.

Trust leadership refers to the leaders' perceived trustworthiness, commitment, and reliability.

Visionary leader is the leader who is able to develop long-range visions of what the organization can and should become, understands the key elements of a vision, and can communicate the vision in ways that are compelling (Sashkin, 1986).

Visionary leadership refers to a leadership style with a deep basic awareness of key situation/factors that dictate which leadership approach and actions are required. Specific leadership behaviors required for visionary leadership include the following:

- Expressing the vision—behaving in a way that advances the goal of the vision;
- Explaining the vision to others—making the nature of the vision clear in terms of its required action steps and its aims;
- Extending the vision—applying the sequence of activities to a variety of situations; and
- Expanding the vision—applying it many different ways in a wide range of circumstances (Sashkin, 1986).

Vocational education refers to elementary, secondary, postsecondary, and adult education in which competencies taught represent the attributes that today's high performance employer seeks in tomorrow's employee. This education involves a complex interplay among five competencies: resources, interpersonal skills, information, systems, and technology, and the three foundation elements: basic skills, higher order thinking skills, and the diligent application of personal qualities (U.S. Department of Labor, 1991).

Vocational Educational Planning District (VEPD) is the description given to the administrative structure of districts responsible for the delivery of vocational education services to public secondary school districts in the State of Ohio.

Vocational subject area refers to program areas in vocational education from which one typically receives teacher certification, that is: agricultural education, business and marketing education, home economics education, health occupations education, trade and industrial education, and special needs.

Significance of the Study

The study conducted by this researcher was to determine if OVELI was an effective model for vocational leadership development. The review of literature showed a definite lack of leadership development programs for vocational administrators. This lack of an adequate research base and disarray of programs designed to prepare persons for vocational administration heightens the concern and makes it a significant problem (Fiedler & Garcia, 1987).

Moss and Johansen (1991) reported that, although there are many vocational education administrators in the United States who have been quite successful, there are some only marginally qualified or less than adequately prepared for their current jobs. A logical next step in the evolution of vocational education leadership development is the provision of programs that will help vocational education administrators to reach their greatest potential. The OVELI research study could have an impact on leadership development in Ohio, nationally, and internationally. This study could have long-term influence on vocational leadership development in terms of helping vocational education administrators reach their greatest potential.

The OVELI curriculum presents a broad base of opportunities for leadership development. OVELI provides a much wider base of leadership experiences for the Fellows than for individuals not having the experiences. Certainly other factors besides OVELI, such as funding, jobs available, location, balancing family interactions and personal needs, will be responsible for OVELI Fellows getting an administrative position.

Vocational education has entered a period when its rationale is being seriously questioned in terms of its role (Lewis, 1993). Nations are competing on the competencies, skills, and abilities of their work force. Such human resource factors cannot be imported. Other factors such as capital can be transferred from nation to nation. There is a need for effective advocates in the broad realm of human resource development (Lewis, 1993). The Ohio Vocational Education Leadership Institute is developing effective advocates by preparing the next generation of forward-thinking, visionary leaders.

Summary

The 118th General Assembly of the State of Ohio has mandated the modernization of vocational education through Amended Senate Bill 140. This mandate has required the preparation of vocational education graduates who are qualified as high performance workers to meet the demands of job requirements for the 21st century. To meet this challenge requires forward-thinking visionary leaders who can courageously provide leadership for vocational education into the next century. It is for this purpose that the Ohio Vocational Education Leadership Institute was established.

The review of literature shows little research of the theoretical framework for vocational leadership development programs. Therefore, there is a need for further research on the effectiveness of vocational leadership development programs.

The problem to be considered in this study was whether the Ohio Vocational Education Leadership Institute was effective in developing and nurturing forward-thinking and visionary leaders. The study may be helpful in providing a model by which others can structure vocational leadership development programs.

The remainder of this study is organized in the following manner:

Chapter II is a review of the relevant literature and a conceptual framework undergirding this study of leadership development. The chapter includes studies of leadership development in elementary and secondary education. The limited research that could be found is reported for vocational education leadership development.

Chapter III presents the research design, a description of the population, description of the data-gathering instrument, and data collection procedure. This chapter also includes the appropriate statistical procedures applied to establish answers to the research questions.

Chapter IV contains the results of the analysis of the data to provide the answers for the research questions. This chapter reported the determined differences and described the relationships between and among the variables.

Conclusions regarding the study are drawn in the fifth chapter. Implications for further vocational leadership development programs are discussed. Finally, suggestions for further research regarding vocational leadership development programs are forwarded.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

> Effective executive leadership—leadership that truly transforms organizations—depends on synergism among personal, situational, and behavioral factors. In essence, effective leaders have the cognitive ability to create visions, understand the key situational characteristics that must be incorporated into their visions, and are behaviorally capable of carrying out the actions needed to turn visions into reality. (Sashkin, 1986, p. 1)

This chapter focuses upon the review of pertinent related literature by the researcher. The chapter is organized into four major components of leadership development: leadership styles, educational leadership development, vocational leadership development, and visionary leadership development. Several others have studied leadership development in public elementary and secondary education. Studies and writings that closely relate to this researcher's work were reported. Few studies were found directly relating to leadership development for vocational education.

The most current vocational leadership development research was conducted by the National Center for Research in Vocational Education (NCRVE). A synthesis of these studies is reported near the end of the chapter. Included is a description of the Vocational Leadership Development

Model conceived by the NCRVE. The purpose of the model closely parallels the objectives studied by this researcher.

Components of Leadership Development

A review of the literature showed that since the turn of the century, leadership has been one of the most studied phenomena of organizational behavior. No single theory of leadership has emerged to become the one true leadership theory. Leaders and leadership development have existed for several thousand years (Roberts, 1987). The search for answers as to what leadership is and how leaders may be identified is a more recent phenomenon. Growing from the scientific management movement of the 1900s were various studies of ways organizational needs could be met through improved management.

By the 1920s, people began to realize that human relations should also be a part of the management process. More recently, research emphasis has been placed on the behavioral aspects of leadership. This movement has sought to build upon scientific and human relations movements by incorporating principles and ideas selected from the behavioral, social, and political sciences and economics (Finch & McGough, 1982).

Interestingly, thousands of leadership studies conducted over the years (Bass, 1985) and the vast array of leadership books (Bennis & Nanus, 1985; Kouzes & Posner, 1987) have failed to confirm what leadership entails. It seems fair to say that, as yet, there is no consensus in the field on a specific definition of leadership, an explanatory model of leadership behaviors, or the most useful means of measuring leadership effectiveness (Moss & Liang, 1990). Work by Moss and Liang (1990) was based on an examination of thousands of leadership-related studies and publications produced over the past 40 years. The model shows that leaders' specific behaviors are determined by their attributes—the characteristics, knowledge, and skills—interacting with their perception of group attributes (including culture), the particular tasks at hand, and the general context (Moss & Liang, 1990). In the sections that follow will be discussed the components of leadership development. These components include the following: leadership styles, educational leadership development, vocational leadership development, and visionary leadership development.

Leadership Styles

Throughout the first half of the century, leadership focused on traits and the premises of the great person theory of leadership. Analyses of literally hundreds of studies performed over decades indicated that no traits have proven to be essential for successful leadership (Bass, 1985). Personality traits do not contribute highly to effective leadership performance (Fiedler & Garcia, 1987).

Situational leadership. Because no set specific characteristics emerged to define an effective leader, researchers turned to situational factors in an effort to prove that different behavioral approaches might be effective in different situations. Present theory of effective leadership considers the leader's traits, the leader's behavior, and the situation. Leadership exists to the extent that followers believe it does, and that belief depends in part on how participants construct the realities of organizational life and define the roles of leaders within them.

Leadership is not only a process, it is a value. Within organizations that are primarily value driven, an understanding of leadership at all levels is crucial to the effectiveness of the organization. There is no right or correct leadership process, only effective and noneffective processes.

Peters and Waterman (1982) stress the central importance of the leader who is the value shaper, the exemplar, and the maker of meanings in converting average companies and average employees into excellent organizations. Leaders need to become skilled at symbolic leadership to bridge organizational fragmentations, build coalitions to resolve conflicts and find common ground, and build teams to broaden administrative vision.

According to Weathersby (1973): Leadership is knowing where to go; management is knowing how to get there. Leadership is setting desirable objectives; management is discovering efficient methods of achieving these objectives. Leadership is charismatic, qualitative, and idealistic; management is analytical, quantitative, and pragmatic. Managerial tools are reproducible, exportable, and politically demonstrable; leadership is unique, innate, and amorphous.

Successful leaders have come to realize that efficiency does not always signal effectiveness. As defined by Drucker (1967), efficiency is simply doing things right, whereas effectiveness is doing the right things. Bennis and Nanus (1985) stated that efficiency represents "activities of mastering routines" whereas effectiveness is "activities of vision and judgment."

Transformational-transactional leadership. Leadership styles based on Bass's model of transformational and transactional leadership were explored by Hoover et al. (1991). Factors of transformational leadership included charisma, individualized consideration, and intellectual stimulation; transactional leadership involved contingent reward and management-by-exception.

Findings indicated that the transformational and transactional factors identified in other studies of business supervisors were replicated in the population of private secondary school headmasters. Also, perceptions of headmaster effectiveness and satisfaction with the headmaster were more positively correlated with transformational than with transactional leadership. The headmasters were less concerned than business supervisors with emotional support and intellectual stimulation of their staff relationships. Both business and educational settings practiced individual attention, contingent rewards, and management-by-exception.

Leadership does not result merely from individual traits, but also involves attributes of the transaction between those who lead, those who follow, and situational variables. Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morale (Carraway, 1990). A study of the most effective college presidents found that exemplary educational leaders relied on respect rather than popularity, worked longer hours, made decisions more easily, and confided less in other presidents than did their counterparts.

Five attributes define transformational leaders: influence, people orientation, motivation, values, and vision. The development of good leadership qualities requires good communication, promoting mutual rewards between leaders and followers, handling power with care, learning to make decisions, becoming a positive force, and articulating a winning mission. Mentoring programs can also help to strengthen leadership by linking experienced administrators with those who are interested in learning new skills.

Leader-follower relationship. The relationship between leaders and followers varies according to the situation. Research supports the generalization that two-way communication is essential to proper functioning of the leader-follower relationship (Gardner, 1988). Communication is more than the verbal component. The leader's style, timing, and symbolic acts all carry messages and demonstrate that messages are being received. Leaders develop their styles as they interact with their constituencies. They must form bonds of trust between themselves and their constituents. Steadiness is one of the most important prerequisites for trust in a leader. The second requirement is fairness, both when issues are being openly adjudicated, as well as fairness in the backroom.

The most promising trend about leadership is the growing conviction that the purposes of the group are best served when the leader helps followers to develop their own initiative, strengthens them in the use of their own judgments, and enables them to grow and to become better contributors (Gardner, 1988). Leaders who strengthen their people and have a gift for institution-building may create a legacy that will last for a long time.

Leaders valued the most have reflected a commitment with depth and continuity to the fulfillment of human possibilities (Gardner, 1989). There is nothing more crucial to the renewal of a social system than the effectiveness and the capacity, the quality and vitality of the human beings flowing into the system. These are chiefly the young people coming out of schools and colleges ready to take their place in the adult world. Teachers and leaders share a trade secret: When they expect high performance of their charges, they increase the likelihood of high performance through setting high standards and a respect for excellence. Leaders have faith in human possibilities, and that faith communicates itself to followers with powerful effect.

Sergiovanni and Corbally (1984) have written: The real value of leadership rests more with the "meanings" that actions impart to others than in the actions themselves. A complete rendering of leadership requires moving beyond the obvious to the subtle, beyond the immediate to the long range, beyond actions to meanings, beyond viewing organizations and groups within social systems to cultural entities.

Educational Leadership Development

Several studies and writings have been reported describing leadership traits, behavior, and attributes of elementary, middle school, and high school principals. Studies and writings that closely relate to this researcher's work have been reviewed and are reported here.

After reviewing the literature of effective schools, it was evident that both elementary and secondary effective schools share common characteristics (Moehlman, 1988). Moehlman reported some of the predominant characteristics were clear goals, a belief that all can learn, and high expectations by principals and staff. Other important characteristics included a belief by teachers that they can have an impact on the learning of students, an emphasis on basic skills, and a close monitoring of student performance.

Additional characteristics emphasized an orderly environment, a strong community and parental involvement, and a problem-solving attitude by all individuals involved with the school. Lastly, all of these studies emphasized the absolute necessity of an effective building principal in producing an effective school. Without a strong leader, a school will not be a success.

Educational administration is changing from an emphasis on just administering policy to a primary focus on leading instructional improvement efforts. Principals want skills necessary to lead collaborative decision-making efforts and to empower groups of teachers to solve learning problems schoolwide (Johnson & Snyder, 1990).

In addition to the tasks of instructional leadership, principals want to know how to involve others successfully in cooperative planning and action. School administrators must provide leadership development programs in instructional leadership tasks with continuous on-the-job peer and supervisory coaching referred to as mentoring (Johnson & Snyder, 1990).

The study by Valentine and Bowman (1988) is similar to that of this writer in that it searched for administrative leadership skills effective for school building level administrators. The writings of Austin (1979), Edmonds

(1982), Mackenzie (1983), Purkey and Smith (1982), and numerous other scholars who have studied the effective schooling literature document the significance of effective leadership in an effective school setting.

Persell and Cookson (1982) reviewed more than 75 research studies and reports on principal effectiveness. From that review they indicated that effective principals

- demonstrated a commitment to academic goals;
- created a climate of high expectations;
- functioned as instruction leaders;
- were forceful and dynamic leaders;
- consulted effectively with others;
- created order and discipline;
- marshaled resources;
- used time well; and
- evaluated results.

A national study by Keefe, Clark, Nickerson, and Valentine (1983) identified more general comments about the functions and skills of effective middle-level principals. The effective principals

- worked an average of 62 hours per week;
- placed high value on the significance of their jobs;
- were given significant autonomy;
- communicated effectively with teachers, parents, and students;
- viewed good school climate in terms of effective teacher-principal relationships;

- preferred one-to-one contacts and small group meetings to full-scale faculty meetings; and
- were the primary agents for change in their schools.

Leadership for change is an inclusive competency that should be fostered by educational policy makers through a redesign of the organizational structure of schools (Duttweiler & Hord, 1987). Strong administrative leadership is one of the factors identified by researchers in the effective schools study. The educational research community agrees that although many administrators perform effectively within the current organizational structure or the public schools, this structure does not promote excellence in teaching or learning. Research indicates that new policies should be implemented that promote a structuring of the schools to an organizational model for knowledge—work professionals.

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education has instituted a Leadership in Educational Administration Development (LEAD) program that enables states to establish Leadership Centers for training school administrators to function more effectively. LEAD provides a comprehensive synthesis of competencies that research has associated with the administration of effective schools. Section 4, "Providing Leadership for Change," recommends ways that individuals can incorporate the leadership functions into administering their school or school district to facilitate improvement. Policy makers should include "leadership for change" as a competency needed to redesign school organizational structure.

The research reported in this document on the principal's role in leadership and change suggests that, in fact, principals who are successful in managing and leading their schools are using a model of shared leadership and a collaborative approach where teachers have important roles (Duttweiler & Hord, 1987). School administrators are the backbone of any school improvement effort. The research studies show that the principal has a crucial role in the process of change and school improvement. The principal's leadership role is the performance of those day-to-day actions that are required to initiate and sustain the change and improvement process.

Instructional leadership means systematically linking everyday management activities to the critical factors that support excellent instruction within all classrooms in the school (Bossert, 1985). Developing school structures that seek excellence requires policy makers and school administrators to look beyond bureaucratic constraints in search of new insights and ideas.

The study conducted by Blase (1987), comparing the teachers' perspective to dimensions of effective school leadership, is comparable to the study conducted by this author for OVELI. Characteristics of effective principals were also consistent with behavioral leadership styles discussed in other related literature. The teachers responded to the degree of effectiveness in nine prominent task-related factors: accessibility, consistency, knowledge/expertise, clear and reasonable expectations, decisiveness, goals/direction, follow-through, ability to manage time, and problem-solving orientation.

The data implied that effective school principals contribute to the development of associative (cohesive), social (behavioral), and culture (value norms) patterns in schools. The pattern observed in the data stresses the importance of leadership competencies related to working with people in contrast to administrative competencies associated with the technical aspects of work such as scheduling, bookkeeping, and budgeting.

It was evident that personal qualities (honesty, security, compassion, respect for others) and such competencies as listening skills, feedback skills, analytical and conceptual skills, problem-solving skills, and knowledge of curriculum were perceived as essential to effective school leadership. Blase suggested that training in communication, conflict management, problem solving, team development, and interpersonal and group dynamics would be helpful to be included in administrative leadership training programs.

Efforts are being made by several national groups including the National Association of Secondary School Principals to better prepare school administrators as effective leaders (Blase, 1987). Such programs are similar to Ohio's leadership program, OVELI.

Thomson (1988) conducted a study of ingredients of programs to prepare effective leaders and reported that a successful principal stands on a professional base supported by three legs: management, leadership, and knowledge of schooling. Traditional preparation programs shortchanged leadership and management components.

Research supported the view that a thorough knowledge of schools and education is essential to effective leadership. Gardner (1987) emphasized the importance of "task competence" to successful leadership. Gardner made the point, researchers on leadership use the phase task competence to mean the knowledge a leader has of the task at hand. Top level leaders cannot hope to have competence in more than a few of the matters under their jurisdiction, but they must have knowledge of the whole system over which they preside, its mission, and the environment in which it functions.

Niece (1989), in a study of instructional leadership, found that public school administrators were the major influence on developing instructional leaders. Other conclusions point to the importance of principals' interaction and communication with different groups and other principals and their reliance upon professional journals as current information sources.

A paper prepared by Thomas (1985) discussed leadership theories, leadership research issues that educational leaders must confront in the next decade, and leadership skills required for the future. The leadership approach emphasizes professional or businesslike qualities such as articulation of goals, ability to organize, understanding of finance, and ability to communicate.

Educational leadership requires an eclectic approach, combining charisma, moral clarity, and business-minded professionalism. Research in educational leadership demonstrates that effective leadership varies according to personality and circumstance, but that school leaders tend to be moral leaders as well. The emerging leadership issues of the future are grouped into four categories: economic, public confidence, governance, and social stability. The administrative skills needed to address these issues include the ability to articulate the historic mission of schools, to accommodate the demands of a pluralistic society, to promote equal opportunity, and to change leadership style as needed. Literature is replete with evidence that central to any school improvement is the quality of administrative leadership exhibited at every level within the schools' organization (Lyman et al., 1989).

One of the oldest and most successful leadership institutes was established at Harvard University: the Arkansas, Winfield, El Dorado (AWE) Leadership Academy. The goal of the AWE Academy was to provide professional development to school administrators. The two-year seminar, with an intensive summer training session in August, is followed by monthly seminars. This model has similarities to the Ohio model, OVELI. The challenge of both models is to design learning experiences that meet the needs of the audience and to prepare Fellows with a plethora of multidisciplinary experiences to accept the challenges of a leadership assignment.

An exploratory study by Pascala and Athos (1981) investigated the leadership styles of selected administrators in Tennessee's public schools. Styles of leadership were viewed against a backdrop of current brain research, and underlying patterns of cognitive processing were identified. A review of related literature supported the belief that certain contrasting leadership qualities are essential to creative leadership. Such pairs include analysis vs. conceptualization, logic vs. intuition, maintenance vs. creativity, task vs. relationship, and stability vs. flexibility.

In summary, the study suggested that if effective changes are to occur within the public schools, there must be educational leaders of vision who can creatively conceptualize future educational directions. This requires an ability to see the forest instead of merely the trees" or a cognitive style that is global and holistic.

Not only is it imperative that education have visionary leadership, but that leadership must be courageous in its efforts to move in new directions. If educational leaders are to move the educational system forward effectively, they must be adept at working with and through others to accomplish needed change. A humanistic, empathic feeling for others must exist as well as an intuitive sense of what is appropriate. If educational leadership comes predominantly from the technical, conservative managerial style, there is little likelihood that education will move creatively toward new horizons.

Vocational Leadership Development

It is the quality of leadership that ultimately determines which organizations prosper and which fail (Bennis, 1984). Vocational education is currently faced with a series of changes that are rapidly and significantly altering the educational and economic environment in which it exists—changes in the nature of work, changes in the ethnic/cultural composition of the student body, and increasing public demands upon the education system.

Vocational education is also being challenged, as never before in its history, to justify its place in an education system that is being called upon to provide more basic skills training, more preparation in critical thinking capacities, more skills in science and mathematics, and a higher level of sophistication in academic subjects. Given these challenges, vocational education must begin its own transformation if it is to remain a strong form of education in the new environment (University of California at Berkley, 1987).

Now, as much as in any previous era, vocational education needs leaders—leaders who are knowledgeable in all facets of the educational arena. Both adjusting to change and shaping the debate in education demand strong leadership. Neil Edmunds (1988), former president of the American Vocational Association agreed:

> Like business and industry, vocational education is engaged in a struggle to adapt to change—a struggle to survive. Simply to remain a viable part of American education, we need astute, creative leaders at all levels—leaders for the ongoing work of delivering vocational education to the youth and adults of this nation, and leaders for our professional associations. (p. 24)

The current leaders in vocational education have a specific responsibility for grooming the next generation of educational leaders. The final test of leaders is that they leave behind them those with the will and ability to execute the activities required of a successful administrator (Moss & Liang, 1990). In the final analysis, vocational education's best asset and its insurance for success in the future is an adequate number of highly motivated, able leaders with a sense of mission to improve the field and the skills to accomplish this mission.

> There may be a better system
> than the one we now have.
> But, whatever it is,
> if the people to lead it well are not there, a better system will
> not produce a better society. Or, better vocational
> education.
> --Robert K. Greenleaf
> (Moss & Liang, 1990, p. 2)

Current leadership development research has been conducted through the NCRVE with funds provided under the Carl D. Perkins Vocational Education Act, P.L. 98-524 (U.S. Congress, 1984). A synthesis of part of these studies is reported by this writer.

The first such study, Leadership Behaviors of Successful Vocational Education Administrators (Finch, Gregson, & Faulkner, 1989), addressed the identification of leadership attributes associated with successful vocational administration and instructional approaches that will prepare vocational education administrators to function more successfully in their roles.

The American Association of Colleges for Teacher Education (AACTE) released a report indicating the need to provide improved school leadership preparation (Shibles, 1988). Recommendations developed by AACTE's Subcommittee on the Preparation of School Administrators focused on the improvement of university preparation programs in the areas of program content, program structure, recruitment and selection, instructional approaches, student research, professional development programs, and university faculty.

Vocational education administration faces sinilar challenges in terms of preparing persons who can serve in meaningful leadership roles. Future challenges facing vocational education dictate that administrator preparation processes be examined and refined, beginning with determining what constitutes successful administration and extending to the development of innovative instructional sequences that will help prepare future-oriented leaders (Finch et al., 1991).

Leadership may be thought of as both a process and a property. It is "the process of perceiving when change is needed, and influencing the group by noncoercive means as persuasion and example in its efforts toward goal setting and goal achievement" (Moss & Liang, 1990, p. 5). The property of leadership is "ascribed to an individual by members of the group when they perceive the individual to possess certain qualities or characteristics" (Moss & Liang, 1990. p. 5). Followers allow others to lead when those others match followers' ideas about what good leaders should be (Lord, DeVader, & Alliger, 1986). Because leadership lies in the eyes of the beholder, only those who are so perceived are leaders. The power of leadership enables leaders to ensure the outcomes they want and to prevent those they do not want (Gardner, 1988). Vocational leadership behavior is classified under three dimensions: (1) management of self, (2) development of others, and (3) facilitation of organizational processes.

Bennis (1987) discussed the effects of inadequate leadership on productivity in the American work force and, based on interviews with effective leaders in private and public organizations, identified four competencies exhibited by these leaders. The concept of empowerment as the collective effect of leadership and its positive impact on workers is described.

A second study conducted by Moss & Johansen (1991), Conceptualizing Leadership and Assessing Leader Attributes, developed a concept of leadership and assessed leader attributes. The broad tasks comprise the criteria by which the performance of individuals can be assessed. Moss and

Liang (1990) report the following four broad tasks have been synthesized from several sources (Bass, 1981; Gardner, 1987; Posner & Kouzes, 1988; Yukl & Van Fleet, 1982):

1. Envision and instill goals and set high ethical standards that reaffirm shared basic values and maintain the organization's viability in a changing context.
2. Achieve a workable unity among personnel and motivate them toward achievement of organizational goals.
3. Plan and manage change efficiently and nurture the strengths of followers to facilitate goal-directed efforts.
4. Serve as a symbol of the group and influence constituents beyond the group to achieve mutually workable arrangements.

The group's performance is influenced by the leader's behaviors; the leader's behaviors are determined by their attributes—the characteristics, knowledge, and skills that Jago (1982) calls qualities—interacting with the leader's perception of group attributes, the particular task at hand, and the general context. The specific behaviors of leaders are very situational. Leader attributes are more stable across situations and over time than are behaviors. The greater the latitude provided by the situation, the more likely it is that attributes will shape behavior. Bass (1981) indicates that strong evidence has been found supporting the view that leadership is transferable from one situation to another.

Although the nature of task demands may limit transferability, there is a tendency for the leader in one group to emerge in this capacity in other groups. The Moss and Liang (1990) literature reveals that some of the attributes common to successful leaders (characteristics, knowledge, and skills) can be significantly influenced by a reasonable amount of planned education or training (Bass, 1981; Lester, 1981; Manz & Sims, 1986; Yammarino & Bass, 1988).

Assessing leader attributes by Moss and Liang (1991) was almost identical to assessing the visionary leadership behavior characteristics used by this author in the OVELI study. The 37 leader attributes determined by Moss, Preskill, and Johansen (1991), were assembled into the Leader Attributes Inventory (LAI). The LAI can be used in three forms: a form to assess an individual's perception of the extent to which she or he believes some other individual possesses each of the leader attributes; a self-rating form to assess an individual's perception of the extent to which she or he currently possesses each of the attributes; and a retrospective self-rating form to assess an individual's perception of the extent to which she or he possessed each of the attributes at some previous point in time.

Three studies have been completed to test the reliability, validity, and utility of the LAI when it is used as a rating instrument. The first study was conducted by Finch, Gregson, and Faulkner (1991). The administrators were asked to describe in detail two behavior events in which they felt successful and one event in which they felt unsuccessful. The instructors were asked to describe just two behavioral events in which the vocational administrator was particularly effective as a leader. Finch, Gregson, and Faulkner as reported uin Moss and Johansen (1991), concluded that, "the support that identified behaviors lend to Moss's listing of leader attributes is most encouraging. Even though several of the attributes were linked to a small number of behavior examples, most attributes could be tied to a host of relevant behaviors" (p. 12).

Two other studies were conducted at the University of Minnesota. In one (Moss & Liang, 1990), the LAI was administered to full-time vocational instructors who were asked to rate the vocational administrator whom they knew best on each of the 37 attributes and on each of the four broad tasks. Correlation coefficients with the mean ranged from .56 to .82 averaging .70. A stepwise multiple regression was conducted to obtain a set of leader attributes that best explained the variance in the mean four items of effective performance. The following six attributes were found to explain 81 percent of variance: (1) motivating others; (2) team building; (3) adaptable, open, flexible; (4) gathering and managing information; (5) willing to accept responsibility; and (6) insightful.

A third study by Moss, Johansen, and Preskill (in press) was conducted using a class of master's and baccalaureate-level students majoring in management. The students were asked to rate the one manager whom they knew best on each of the 37 leader attributes. They were also asked to rate the same manager on each of four broad tasks. Correlation coefficients between the leader attributes and the mean of the four criterion items ranged from .40 to .88, with an average of .72.

The results of the three studies demonstrate that all of the 37 leader attributes are highly related to the leadership effectiveness of vocational administrators and business managers (Moss, Johansen, & Preskill, in press). These include studies to gain confidence in the generalizability of the relationship between leader attributes and leadership effectiveness and the impact of situational variables. The developmental characteristics of leader attributes should be investigated. What changes occur in the behaviors and attributes as young leaders emerge, mature, and assume increasing responsibilities? Is the growth of some attributes prerequisite to the attainment of others? What kinds of experiences can education systems provide to employees that best stimulate and facilitate their development as leaders?

The study by Moss and Liang, Leadership, Leadership Development, and the National Center for Research in Vocational Education (1990), argues for increasing the number and quality of leaders in vocational education and conceptualizes a definition of leadership, suggesting how leadership behaviors emerge, proposing some of the characteristics, knowledge, and skills of individuals that predispose leadership behaviors, and indicating how those behaviors can be developed.

In summary, the Moss and Johansen (1991) paper has provided a conceptualization of leadership and some implications for leadership development. The concept of leadership has already been discussed.

There is consensus among practitioners that the field lacks an adequate number of leaders and is making no systematic effort to develop them (Moss & Johansen, 1991). Vocational education is being challenged to provide more basic skills training, more preparation in critical thinking, more science and mathematics, and a higher level of sophistication in academic subjects. The importance of leadership development in vocational education to meet such demands is evident.

The conceptualization advances the proposition that leadership behaviors result from the interaction of (1) the leader's attributes, (2) the group's attributes, (3) the task at hand, and (4) the general context. The behavior of the leader is interpreted by the group (followers) in light of its perception of the leader's attributes, the task at hand, and the general context. The group then behaves within the constraints of its own attributes. Leaders' attributes (characteristics, knowledge, and skills) guide and constrain their behaviors in a wide variety of situations.

Leadership attributes can be developed through deliberate educational interventions. The specific ends proposed for leadership development are to effect change in selected attributes that increase the likelihood of vocational educators perceiving opportunities to behave as leaders, grasping the opportunities, and succeeding as leaders in a wide variety of situations and professional roles. Leadership development is considered to be one part of professional development, which consists of providing the occupational or technical competencies needed to perform specialized roles as well as cultivating leadership attributes (Moss & Johansen, 1991).

Finally, the paper examines implications for the NCRVE's next steps in research and in leadership development. More studies are required to gain confidence in the generalizability of the relationship between leader attributes and effective leadership performance. It is hoped that the OVELI study contributed valuable research information toward furthering the knowledge of effective leadership development programs.

Vocational leadership development model. The leadership model developed by Finch, Gregson, and Faulkner (1991) at the National Center for Research in Vocational Education clarified the leadership definition in terms of relationships between the leader's and the group's behaviors. Leaders' specific behaviors are determined by their attributes—the characteristics, knowledge, and skills—interacting with their perception of group attributes (including culture), the particular tasks at hand, and the general context (Moss & Liang, 1990).

The Finch, Gregson, and Faulkner (1991) study closely parallels the writings of this author in terms of the mission of the Ohio Vocational Education Leadership Institute (Ohio Department of Education, 1991), "to prepare quality vocational education leaders who are both competent and comfortable in various settings such as local leadership, state leadership, working with legislators, and professional or trade associations." The leadership model for OVELI tests for the relationships developed between OVELI Fellows and visionary leadership behaviors, visionary leadership characteristics, and visionary culture-building.

The Finch, Gregson, and Faulkner (1991) model sought to determine what leadership attributes (as demonstrated by behaviors) were reflective of successful administrators in their work roles. More specifically, the purpose of the study was to propose new instructional approaches and sequences for the initial preparation of vocational administrators and for upgrading the leadership attributes of practicing vocational administrators. The analysis asked each interviewee to describe events in which an administrator was particularly effective and each administrator was asked to describe an event that, due to the power of insight, his or her behavior would have been altered. Implementing a self-selected change or improvement was discussed by the highest number of interviewees.

Other event types that were chosen for discussion by high numbers of interviewees included dealing with staff or student problems, participating in a face-to-face situation, and linking with business/industry/community. It became clear that the inclusion of instructors in the interview process provided enriched descriptions of vocational education administrators' roles and responsibilities.

The study further analyzed various leadership behaviors in relation to seven attribute areas: physical, intellectual, personal, ethical, human relations, management, and cognitive. The group of attributes, communications, networking, group process and team building, information gathering, and managing reflects the exceptionally high degree of involvement successful administrators have in communications-related areas.

Results support the notion that vocational education administration is a complex, dynamic, and multifaceted process. The successful administrator approaches administrative responsibilities in a holistic manner. When something is to be accomplished, the administrator draws from a range of attributes, selecting and applying from this repertoire to suit the situation, the context, and the people involved.

Results of the NCRVE study have further implications for OVELI in terms of preparation of future vocational education administrators. Leadership programs should focus on key leader attributes and ensure that these attributes are accounted for in the preparation experience.

Vocational competencies of joint vocational school superintendents and community college presidents. Wolf's (1985) study of competencies important to 43 of Ohio's joint vocational school superintendents found that vocational education background was not a factor in either the perceived importance of tasks or the perceived adequacy of preparation to perform the tasks. Several commonalities and differences existed between and among the Ohio joint vocational school superintendents with and those without vocational education backgrounds.

Vocational backgrounds are being investigated in the OVELI study. Superintendents were able to identify competency categories that were significantly more important than other categories. Of the 191 tasks, 63 percent or 121 tasks were important, but superintendents felt adequately prepared to perform only 18 of the tasks (nine percent). Superintendents who earned more than a master's degree did not perceive themselves to be any more competent than the superintendent who had a master's degree.

Duncan (1988) conducted a study to identify the leadership competencies desired of future chief executive officers (CEOs) of American community and junior colleges. The resulting checklist of competency areas included the following: (1) "The Gestalt of Leadership," including intrapersonal, interpersonal, ethical/moral, intellectual, and physical traits; (2) "Institutional

Revitalization and Renewal," including vision, image, institutional advancement, social culture, strategic planning, change, and risk taking; (3) "Ethical Leadership," which also includes servant leadership; (4) "Institutional Mentoring and Empowerment," including motivation, teaching, lifelong learning, open communication, collaborative government, management, and decision making; (5) "Political Leadership," which includes community relations; and (6) "Institutional Conceptualization and Survival."

A national survey of college presidents conducted by Fisher et al. (1988) sought to develop a profile of the leadership behaviors of effective college executives. Based on the findings, the following observations were made: (1) effective leaders both exude and engender confidence, (2) effectiveness and winning are inextricably linked, (3) effective leaders focus on goal achievement and the accomplishment of a vision, (4) the effective leader must be willing to work longer hours than anyone else, (5) effective leaders exercise self-control and restraint, and (6) effective leaders are independent and self-assured. It was concluded that although leadership styles differ, there are discernible behaviors and attitudes that separate them from their less effective counterparts.

Visionary Leadership Development

A discussion of visionary leadership was included in the review of literature because it represented the leadership theory studied by this researcher. It was also reviewed to give background information and credence to the research instrument used, the Leadership Behavior Questionnaire (LBQ). The section is organized into the following parts: theory of visionary leadership, defining a visionary leader, visionary reality, the visionary leadership questionnaire, visionary leadership behavior (VLB), visionary leadership characteristics (VLC), visionary culture-building (VCB), and composite visionary leadership (CVL).

Theory of visionary leadership. The theory of visionary leadership considered the three aspects of leadership: the leader's personality, the leader's behavior, and the organizational situation. Visionary leadership refers to the leader's ability to develop long-range visions of what the organization can and should become. The leader also understands the key elements of the vision and can communicate the vision in ways that are compelling (Sashkin, 1986). Sashkin (1986) further describes the visionary leader as one who can think through a vision over a time span of 10 to 20 years.

Defining visionary leadership. Visionary leadership is defined by Sashkin (1986) as containing three basic elements. The first of these elements is change. Dealing with change means grasping and using changing market forces to the advantage of the organization. The second basic element is a goal. Visionary leaders define goals that are critical to those inside the organization. The final element of an effective vision is that it centers on people. It is only through people that a vision can become real. If the vision remains an idea of the leader—the leader's "property" and not "owned" by the organization it cannot succeed (Sashkin, 1986). These three elements are taken from research conducted by an American sociologist, Talcott Parsons (1960). Sashkin (1986) further reports that in their book, In Search of Excellence, Peters and Waterman defined eight strategies characteristic of high performing organizations. Peters condensed these eight strategies into three. These three strategies relate to the issues of change, establishing goals, and importance of people.

Visionary reality. Making the vision real becomes the work of the leader (Sashkin, 1986). The first step in creating a real vision involves developing an organizational philosophy.

The second step requires a commitment of resources by the organization. The third and deciding factor concerns the personal actions of the leader. The leader must communicate the vision in a way that reaches out to the people and makes them want to get involved in carrying out that vision (Sashkin, 1986). These effective leadership behaviors were further studied by Bennis (1984). Other researchers contributing to the study of the visionary leadership characteristics as reported by Sashkin included Burns (1978), Bennis and Nanus (1985), McClelland and Burnham (1976), Jaques (1986), Parsons (1960), and Schein (1985). The works of these researchers were responsible for the development of the Leader Behavior Questionnaire.

Leadership Behavior Questionnaire. The LBQ has been used by over 20,000 leaders and managers in North America from 1985 to 1990. Data from nearly 10 percent of the completed questionnaires has been used in various research activities. The LBQ was one of the most widely used measures of organizational leadership (Sashkin, 1990).

The following information describes the development of the LBQ. The questionnaire consisted of four scores: Visionary Leadership Behavior (VLB), Visionary Leadership Characteristic (VLC), Visionary Culture-Building (VCB), and the Composite Visionary Leadership (CVL) score. The first five scores consisted of charismatic behaviors identified by Bennis (1984).

Visionary leadership behavior. Bennis (1984) interviewed 90 exceptionally effective chief executive officers and identified five basic charismatic behavior patterns characteristic of leaders who were successful and inspired their followers in a visionary manner. When leaders used these behaviors, their followers saw them as visionary, charismatic, and transformational. These five visionary leadership behaviors consisted of focusing others' attention on key issues, communicating effectively, trustworthiness, displaying respect for self and others, and taking calculated risks.

The five charismatic behaviors form an overall visionary leadership behavior score:

1. Focused leadership
2. Communication leadership
3. Trust leadership
4. Respectful leadership
5. Risk leadership

Visionary leadership characteristics. Visionary leaders also possess a strong need for power and moderate need for achievement. McClelland and Burnham (1976) reported that effective leaders were driven not by the need to achieve, but by a need for power. Individuals with high power needs were effective leaders only if that power was directed in positive ways to benefit the organization and its members. Jaques (1986) constructed a new cognitive development based on one's "time span," how far one can think into the future in terms of four specific cognitive activities. The three concepts—need for power, impact belief, and the nature of vision—were considered in the Visionary Leadership Characteristic score:

6. Bottom-line leadership
7. Empowered leadership
8. Long-term leadership

Visionary culture-building. Parsons (1960) and Schein (1985) studied the leader's positive effect upon the organization's culture. This influence was effected through four key organizational functions: changing, achieving goals, teamwork, and maintaining the organization. There is empirical evidence suggesting these functions must be performed effectively by any organization that wishes to survive. The final two scores of the LBQ were based on organizational culture. These two scores determined the Visionary Culture-Building score:

9. Organizational leadership
10. Culture leadership

Composite visionary leadership. The sum total of the VLB, VLC, and VCB scores form the CVL score. The higher the composite score the nearer the individual is to displaying those characteristics of a visionary leader.

The Leadership Behavior Questionnaire was considered one the most current and reliable questionnaires for measuring the effectiveness of OVELI. The LBQ was being used by the LEADS Program in the College of Agriculture at The Ohio State University. The LBQ was recommended for use with the OVELI by Dr. Darrell Parks, Director of the Division of Vocational and Career Education, Ohio Department of Education (1992); Dr. Dewey Adams (1993), professor, The Ohio State University; and Dr. Wesley E. Budke (1993), associate professor, The Ohio State University.

Summary

This chapter presented a review of literature that was considered relevant to the development of individuals as visionary and forward-thinking vocational leaders. The review was presented in four components: leadership styles, educational leadership development, vocational leadership development, and visionary leadership development. Since the turn of the century, leadership has been one of the most studied phenomena on organizational behavior. No single theory of leadership has emerged to become the one true leadership theory. Earlier studies of leadership focused on traits and the premises of the great person theory of leadership.

The first component reviewed leadership styles. This section included a summary of leadership traits, situational leadership, transformational-transactional leadership, and leader-follower relationships. Present theories of effective leadership considered the leader's traits, the leader's behavior, the situation or the task at hand, and cultural values and beliefs of the group.

Component two reviewed educational leadership development. After reviewing the literature of effective schools, it was evident that both elementary and secondary effective schools share common characteristics (Moehlman, 1988). Educational administration is changing from an emphasis on administering policy to a primary focus on leading instructional improvement efforts.

Numerous scholars have studied the effective schooling literature and documented the significance of effective leadership in an effective school setting. Further studies show that it was not only imperative that education have visionary leadership, but that leadership must be courageous in its efforts to move in new directions.

In component three, studies were reviewed that were specific to leadership development for vocational education. Most current leadership development research has been conducted through the National Center for Research in Vocational Education. Three NCRVE studies were reviewed. These studies conceptualized leadership and assessed leader behaviors as determined by their attributes (characteristics, knowledge, and skills) interacting with their perception of group attributes (including culture), the particular tasks at hand, and the general context. From the NCRVE studies came the Vocational Leadership Development Model. The leadership model was developed by Finch, Gregson, and Faulkner (1991). The NCRVE model closely parallels the model of the Ohio Vocational Education Leadership Institute.

The last component discussed the visionary leader and the Leadership Behavior Questionnaire. This component attempted to bring into focus the thrust of visionary leadership as it related to study by this researcher. Topics discussed included theory of visionary leadership, definition of visionary leadership, visionary reality, the Leadership Behavior Questionnaire, and a definition of the components of the LBQ.

Conceptual Framework

The major purpose of this correlational-descriptive study was to determine the difference between the pretest and posttest scores on the Leadership Behavior Questionnaire (LBQ) for selected individuals participating in the Ohio Vocational Education Leadership Institute. The conceptual framework was guided by a review of the related literature.

The related literature was organized by components of leadership development. The components of leadership development consisted of leadership styles, educational leadership development, vocational leadership development, and visionary leadership development. The components of leadership development were implemented through the components of OVELI.

OVELI consisted of 10 monthly weekend seminars, a written Individualized Prescribed Professional Plan (IPPP), mentoring, and networking. During this intense 12-month leadership seminar the components of leadership development were employed to develop forward-thinking visionary leaders. The monthly institute sessions involved state, national, and international consultants who focused on the fundamental concepts and issues that ensured insights into the dimensions of the operation, maintenance, and redesign of vocational education. The IPPP required each fellow to become a participant in the leadership process and to experience joint expectations through a practical approach. Mentoring enabled the Fellows to achieve the necessary competencies as identified by the IPPP. Networking provided ongoing interaction throughout the seminar activities, among professional colleagues and peers, within professional organizations, through interactions with the Ohio Department of Education's leadership staff, and statewide university personnel.

The Leadership Behavior Questionnaire was used to determine the results of the OVELI experiences. The effects of OVELI were reported for the specific scores: VLB, VLC, VCB, and CVL.

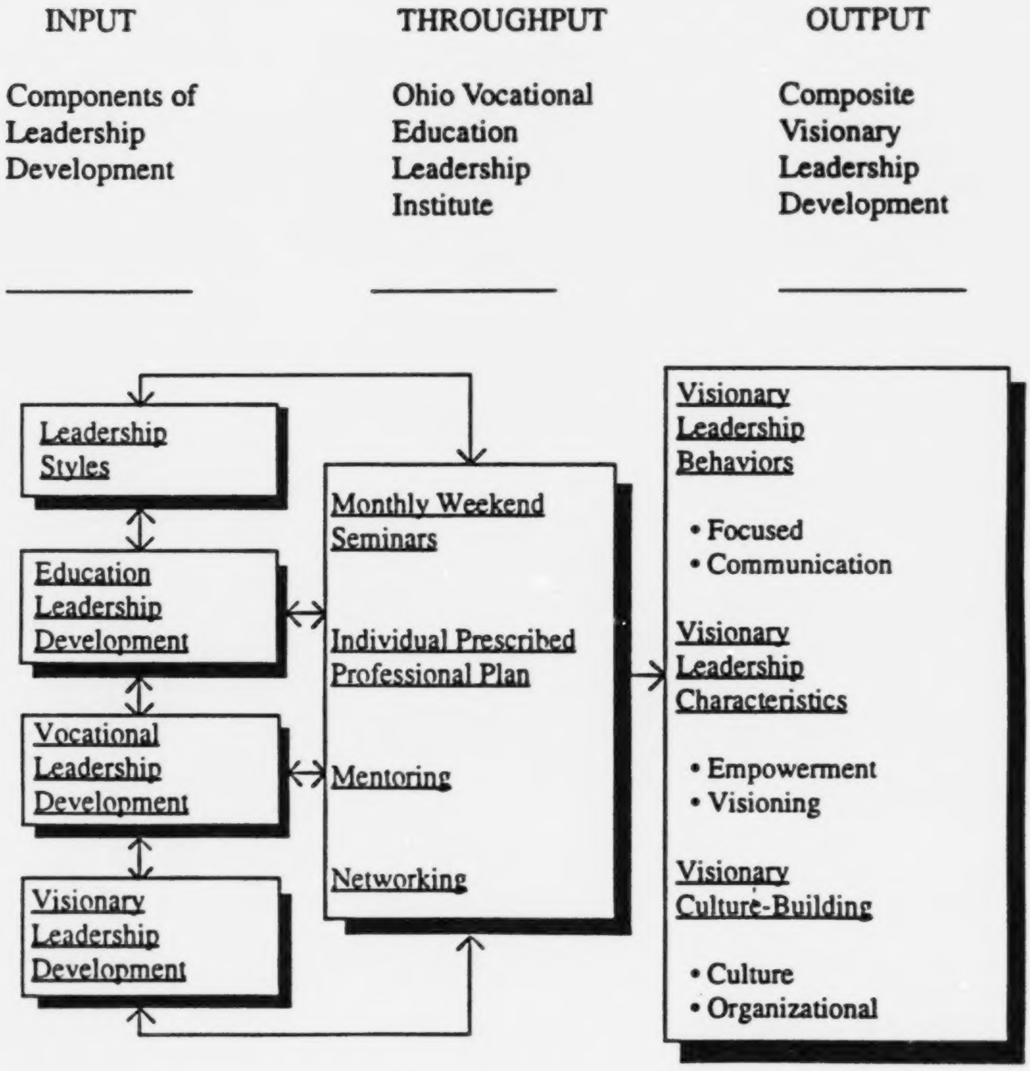
Conceptual Framework Leadership Development Model

The conceptual framework can be better explained by use of the conceptual framework model. This model shows the components of leadership development: leadership styles, educational leadership development, vocational leadership development, and visionary leadership development as "Input." The four components of OVELI (monthly week-end seminars, IPPP, mentoring, and networking) are viewed as "Throughput." The "Output" or outcomes portion of the model included the scores on the VLB, VLC, VCB, and CVL.

This model showed the impact of planned vocational leadership development through the Ohio Vocational Education Leadership Institute. Literature was not available to show the results or output of any other leadership development model in vocational education as concretely as the author is attempting to do here.

Conceptual Framework

Leadership Development Model


INPUT
Components of Leadership Development
THROUGHPUT
Ohio Vocational Education Leadership Institute
OUTPUT
Composite Visionary Leadership Development
Leadership Styles
Education Leadership Development
Vocational Leadership Development
Visionary Leadership Development
Monthly Weekend Seminars
Individual Prescribed Professional Plan
Mentoring
Networking
Visionary Leadership Behaviors
• Focused
• Communication
Visionary Leadership Characteristics
• Empowerment
• Visioning
Visionary Culture-Building
• Culture
• Organizational

CHAPTER III

METHODOLOGY

The major purpose of the correlational-descriptive study was to determine the difference between the pretest and posttest scores on the Leadership Behavior Questionnaire for selected individuals participating in the Ohio Vocational Education Leadership Institute (OVELI). The study further sought to describe the relationship between the pretest and posttest scores for the OVELI Fellows and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor. The study also sought to describe the relationship between posttest scores for the OVELI Fellows and certain personalogical variables.

In this chapter are presented the research design, description of the population, description of the data-gathering instrument, data collection procedure, independent variables, and dependent variables. The study was guided by the following research objectives:

1. Describe the subjects on the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.

2. Determine the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characterisitcs scores, visionary culture-building scales, and the composite visionary leadership score.
3. Describe the relationship between the posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
4. Determine the difference between the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scores, and the composite visionary leadership score.
5. Describe the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years

as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.

6. Describe the relationship between the pretest and posttest scores for OVELI Fellows and the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics score, visionary culture-building score, and the composite visionary leadership score.

Design

The research design for the study was a correlational-descriptive design (Fraenkel & Wallen, 1990). The correlational-descriptive design describes relationships between variables. This study investigated relationships between pretest scores and posttest scores on the Leadership Behavior Questionnaire for Fellows in the Ohio Vocational Education Leadership Institute. The study also investigated relationships between pretest scores and posttest scores on the Leadership Behavior Questionnaire as perceived by the Fellow's immediate supervisor.

Population

The population consisted of all 23 Fellows enrolled in the 1992 class of the Ohio Vocational Education Leadership Institute (OVELI). The entire population was used in the study. Therefore, the results of the study were limited to the 23 Fellows included in the study. However, for the purpose of analyzing the data, the population was assumed to be a random sample. This allowed the researcher to use t-tests to report the probability of a chance occurence in the difference between pretest and posttest scores of the two groups. The difference between pretest and posttest scores was reported as mean differences. The t-test was only used to report the probability of chance occurence between the pretest and posttest scores and to support the evidence found in reporting the mean score differences.

The Fellows enrolled in OVELI were selected by the OVELI consulting panel from a pool of the candidate finalists. The Fellows selected were those individuals either serving presently as a school administrator, a classroom teacher pursuing administrative certification and desiring to become a vocational administrator, or staff members from the Ohio Department of Education, Division of Vocational and Career Education.

Fellows were selected on the basis of the total score they received on the nomination and application forms. Nominations were made by their school superintendent (or agency supervisor) based upon the recommendation of the Fellow's immediate supervisor. The final selection of Fellows followed a 40-minute interview with the consulting panel, which was composed of the codirectors of OVELI, a university teacher educator, a retired joint vocational school superintendent and a representative from the Ohio Vocational Association. Appointment to the institute was made by the Director of the Division of Vocational and Career Education.

Data-Gathering Instrument

The Leadership Behavior Questionnaire (LBQ) was used as the pretest and posttest instrument. Using a five-point Likert-type scale, the LBQ measured the dimensions of leadership behavior, leadership characteristics, and culture-building effects.

The LBQ consisted of 50 items with five items forming each of 10 scales. On each scale, two items (40%) were negatively stated and three (60%) were positively stated, to reduce social desirability bias (the tendency to give high positive responses to questions that have obvious "good" and "bad" answers) (Sashkin, 1990).

The LBQ measured three different sets of scores for each individual:

1. The extent to which each individual used visionary leadership behaviors
2. The degree to which each individual possessed personal characteristics required of visionary leaders
3. The extent to which the individual made a positive impact on the organization's culture

The first scales used in the LBQ consisted of five charismatic behaviors identified by Bennis (1985) in research on exceptionally effective CEOs. These five charismatic behaviors form an overall Visionary Leadership Behavior Score:

1. Focused leadership
2. Communication leadership
3. Trust leadership
4. Respectful leadership
5. Risk leadership

The second scales used in the LBQ consisted of three characteristics. These scales represented the concepts studied by McClelland and Burnham (1976) on the need for power; by concepts studied by Burnham (1976) on impact belief and power orientation, and by Dr. Elliott Jaques (1986) studies of the nature of vision. These three characteristics yield an overall Visionary Leadership Characteristic Score:

6. Bottom-line leadership
7. Empowered leadership
8. Long-term leadership

The final two scales of the LBQ were based on the work of Parsons (1960) and Schein (1985) on organizational culture. These two scales yield an overall Visionary Culture-Building Score:

9. Organizational leadership
10. Cultural leadership

The most recent Cronbach's alpha test of reliability for the LBQ-Other responses reported Scale one—Focused Leadership .83; Scale two—Communication Leadership .74; Scale three—Trust Leadership .75; Scale four—Respectful Leadership .71; Scale five—Risk Leadership .60; Scale six—Bottom-line Leadership .68; Scale seven—Empowerment Leadership .33; Scale eight—Long-Term Vision Leadership .77; Scale nine—Organizational Leadership .88 and Scale ten—Cultural Leadership .31.

An internal consistency coefficient (Cronbach's alpha test) was computed for each of the LBQ pretest and posttest scores using the data collected for the OVELI Fellows. The Cronbach's alpha coefficient for the LBQ scores were VLB .80, VCL .28, VCB .19, and CVL .81. The coefficients for VCL and VCB were low because of the small number of the population.

Experience has shown (Sashkin, 1990) that from confirmed norms of various samples there is generally little difference between self-ratings and ratings by others. Normative data show that it is more common for others' reports to be a bit more positive than self-reports.

Factor analysis was used (Sashkin, 1990) to determine construct validation of the LBQ. The factor analysis results for 500 LBQ-Self-reports were supportive of the conceptual construction of the LBQ. All of the personal characteristic scales appear as clear and independent factors. The factor analysis of large sets of LBQ data provided moderate to strong support for the construct validity of the LBQ.

Data Collection Procedure

The population consisted of the 23 participants (Fellows) enrolled in the 1992 class of the Ohio Vocational Education Leadership Institute. The institute, commencing in January and continuing through December, consisted of 10, monthly weekend seminars. The pretest LBQ was administered to the Fellows at the beginning of the first seminar in January 1992.

A brief explanation of the directions for completing the questionnaire was given. Most of the Fellows finished the questionnaire in less than 30 minutes. The Fellows were observed by the researcher during the administration of the questionnaire.

In February 1992, the LBQ pretest was mailed to the immediate supervisor of each of the Fellows along with a letter of explanation, self-addressed return envelope, and a request to return by March 10, 1992. All of the LBQ pretests were completed and returned to the researcher on time.

During the final seminar of the institute in December 1992 each of the 23 Fellows completed the LBQ posttest. Prior to completing the LBQ pretest, the Fellows were given an explanation of each of the 10 scales. All of the LBQ posttests were completed. The Fellows were instructed to start at the beginning of the questionnaire and work straight through. Most of the Fellows finished the questionnaire in less than 30 minutes. The researcher observed the Fellows during the administration of the questionnaire.

Nothing unusual occurred during either of the two seminars in which the questionnaire was administered. All Fellows were given the same questionnaire and the same instructions, and the facilities remained the same.

In November the LBQ posttest was mailed to the immediate supervisor of each of the Fellows along with a letter of explanation, self-addressed return envelope, and a request to return by December 10, 1992. All of the immediate supervisors were the same individuals who completed the LBQ pretest in January. All of the LBQ posttests were completed and returned on time.

Data Analysis

Appropriate statistical procedures were applied to establish the answers to the research questions. All data were analyzed with the SPSS/PC+ statistical package for the social sciences. Data were analyzed through the following statistical applications: frequency analysis, Pearson product-moment coefficient, t-tests for dependent groups, point biserial coefficient, and one-way ANOVA showing the eta coefficient.

Frequency Analysis

Frequencies were used to summarize the demographic data. Frequency tables depicted the distribution of the values of the demographic variables. Statistics generated included frequencies and percentages.

Pearson Product-Moment Correlation Coefficient

Analyses using Pearson product-moment correlation coefficients were used to show the relationship of the LBQ posttest scores for the Fellows and as perceived by their supervisor on the four visionary leadership scores and the personalogical variables; age, years in present position, years as administrator, and years as a teacher. This analysis provided correlation coefficients, levels of significance, and number of observations. Means and standard definitions were also provided.

This analysis was also used to show the relationship between the pretest and posttest scores for the Fellows and as perceived by their immediate supervisor and the composite visionary leadership score. The magnitude of all relationships reported in this study were interpreted using Davis' (1971) descriptors described below.

Coefficient	Description
.70 or higher	Very strong relationship
.50 to .69	Substantial relationship
.30 to .49	Moderate relationship
.10 to .29	Low relationship
.01 to .09	Negligible relationship

T-tests

Single sample t-tests were used to report the probability of the difference occurring by chance between LBQ pretest and posttest scores for the Fellows and for LBQ pretest and posttest scores for the Fellows as perceived by their immediate supervisor. The t-tests were used only to support the evidence in reporting the mean score difference.

One-way ANOVA

This test was used to determine the eta coefficient to report the degree of relationship between LBQ posttest scores for the Fellows and the variables: administrative certificate, highest degree earned, and vocational subject area. The eta coefficient was also used to report the degree of relationship between LBQ posttest scores for the Fellows as perceived by their immediate supervisor and the same variables.

Point Biserial Coefficient

This coefficient was used to report the relationship between the LBQ posttest scores for the Fellows and the variable gender. It was also used to report the relationship between the LBQ posttest scores for the Fellows as perceived by their immediate supervisor and the variable gender.

Summary

The purposes of this study were as follows: (1) to determine the difference between the LBQ pretest and posttest scores of the OVELI Fellows, (2) to describe the relationship between LBQ posttest scores of the Fellows and personalogical variables, (3) to determine the difference between the LBQ pretest and posttest scores of the OVELI Fellows as perceived by their immediate supervisor, (4) to describe the relationship between the LBQ pretest and posttest scores for the Fellows and as perceived by their immediate supervisor, and (5) to describe the relationship between the LBQ pretest and posttest scores for the OVELI Fellows and LBQ pretest and posttest scores for the OVELI Fellows as perceived by their immediate supervisor.

In this chapter the research design, population, data-gathering instrument, data-collecting procedures, and data analyses were presented. The correlational-descriptive design was utilized with a population of 23 OVELI Fellows. Research procedures utilized to analyze these data included frequency analysis, Pearson product-moment correlation coefficient, single sample t-tests for dependent groups, one-way ANOVA, eta coefficient, and point biserial coefficient. The next chapter will present the findings of this investigation.

CHAPTER IV

FINDINGS

The major purpose of this correlational-descriptive study was to determine the difference between the pretest and posttest scores on the Leadership Behavior Questionnaire for selected individuals participating in the Ohio Vocational Education Leadership Institute (OVELI). The study further sought to describe the relationship between the pretest and posttest scores for the OVELI Fellows, and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor. The study also sought to describe the relationship between pretest and posttest scores for the OVELI Fellows and certain personalogical variables. The study was guided by the following research objectives:

1. Describe the subjects on the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
2. Determine the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, and the composite visionary leadership score.

3. Describe the relationship between the posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
4. Determine the difference between the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scores, and the composite visionary leadership score.
5. Describe the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
6. Describe the relationship between the pretest and posttest scores for OVELI Fellows and the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary

leadership behavior scores, visionary leadership characteristics score, visionary culture-building score, and the composite visionary leadership score.

The findings of the study were presented under six headings: (1) Fellows' background characteristics, (2) differences between pretest and posttest scores for OVELI Fellows, (3) correlation of posttest scores for OVELI Fellows and background characteristics, (4) differences between pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor, (5) correlation of posttest scores of OVELI Fellows as perceived by their immediate supervisor and background characteristics, and (6) the correlation between pretest and posttest scores for OVELI Fellows and the pretest and posttest scores for OVELI Fellows as perceived by others. Each heading corresponds to one of the six research objectives of the study.

Fellows' Background Characteristics

This section includes the background characteristics: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.

Age

The 23 Fellows included in the study ranged in age from 32 to 47 years. The mean age for the Fellows was 41.95 years with a standard deviation of 3.57 (Table 1). The greatest number (13) of Fellows were 42-46 years of age.

Table 1

Age of OVELI Fellows

Age	Frequency	Percent	Cum %
32-36	1	4.4	4.4
37-41	8	34.7	39.1
42-46	13	56.5	95.6
47-51	1	4.4	100.0
Total	23	100.0	

Mean = 41.95 Std. Dev. = 3.57

Gender of OVELI Fellows

In classifying the respondents by gender, it was discovered that 9 (39.1%) of the Fellows were males and 14 (60.9%) were female. The total number of OVELI Fellows was 23.

Years in Present Position

In regard to years in present position, OVELI Fellows ranged from a low of one to a high of 17 years. The mean number of years in the present position for the 23 OVELI Fellows was 5.69 with a standard deviation of 4.37 (Table 2).

Table 2

OVELI Fellows' Years in Present Position

Years in Present Position	Frequency	Percent	Cum. %
1-2	4	17.3	17.3
3-4	8	34.8	52.1
5-6	5	21.8	73.9
7-8	2	8.7	82.6
9-10	2	8.7	91.3
17	2	8.7	100.0
Total	23	100.0	

Mean = 5.69 Std. Dev. = 4.37

Years As Administrator

A summary of the OVELI Fellows on years of administrative experience is provided in Table 3. Fifteen (65.2%) Fellows had 0 to 5 years of teaching experience. Four (17.4%) Fellows had 6 to 10 years of administrative experience. The mean number of years of administrative experience for the 23 OVELI Fellows was 5.13 with a standard deviation of 5.58.

Table 3

OVELI Fellows' Years as Administrator

Years as Administrator	Frequency	Percent	Cum %
0-5	15	65.2	65.2
6-10	4	17.4	82.6
11-15	2	8.7	91.3
16	2	8.7	100.0
Total	23	100.0	

Mean = 5.13 Std. Dev. = 5.58

Years of Teaching Experience

Table 4 reports a summary of the years of teaching experience for OVELI Fellows. The OVELI Fellows ranged from a low of 0 years teaching experience to a high of 21 years. The majority (60.8%) of the OVELI Fellows had 6 to 15 years of teaching experience. The mean number of years of teaching experience was 10.87 with a standard deviation of 5.94.

Table 4

OVELI Fellows' Years of Teaching Experience

Years as Teacher	Frequency	Percent	Cum %
0	1	4.4	4.4
1-5	3	13.0	17.4
6-10	7	30.4	47.8
11-15	7	30.4	78.2
16-20	4	17.4	95.6
21-plus	1	4.4	100.0
Total	23	100.0	

Mean = 10.87 Std. Dev. = 5.94

Administrative Certification

Table 5 presents a summary of the administrative certification held by OVELI Fellows. The majority (47.8%) possessed vocational director level certification. Five (21.7%) held vocational supervisor certification. Three (13.0%) were certified as superintendents.

Table 5

OVELI Fellows' Administrative Certification

Administrative Certificate	Frequency	Percent
None	2	8.7
Vocational Supervisor	5	21.7
Vocational Director	11	47.8
Principal	2	8.7
Superintendent	3	13.0
Total	23	100.0

Highest Degree Earned

Degrees earned by the OVELI Fellows are shown in Table 6. Of the 23 OVELI Fellows, 19 (82.6%) had completed at least a master's degree. Three of the Fellows had completed a Ph.D. program. The majority (95.6%) had completed additional college graduate courses toward advanced degrees beyond the bachelor's degree.

Table 6

Highest Degree Earned by OVELI Fellows

Degree Completed	Frequency	Percent
Bachelor's	1	4.3
Master's	19	82.6
Ph.D.	3	13.0
Total	23	100.0

Summary of Vocational Subject Area

A summary of vocational subject area is shown by Table 7. In classifying OVELI Fellows by vocational subject area of certification, it was discovered that 43.5% of the Fellows were certified in business and marketing education. The second highest areas of certification were agriculture and trade and industrial education, 17.4% each. All of the OVELI Fellows were certified in at least one of the five traditional vocational subject areas. Two were certified in special needs.

Table 7

Vocational Subject Area of OVELI Fellows

Vocational Subject Area	Frequency	Percent
Agriculture	4	17.4
Business and Marketing	10	43.5
Home Economics	4	17.4
Trade and Industrial	3	13.0
Special Needs	2	8.7
Total	23	100.0

Differences between Pretest and Posttest Scores for OVELI Fellows

The 23 OVELI Fellows completed the Leadership Behavior Questionnaire as a pretest and a posttest. Table 8 describes the Fellows' mean scores on the pretest and posttest for Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB) and the Composite Visionary Leadership (CVL) score.

Table 8

Pretest and Posttest Mean Scores for OVELI Fellows (N = 23)

Variable	Pretest		Posttest		t	p
	M	SD	M	SD		
VLB	105.73	6.7	106.57	7.7	-.71	.483
VLC	61.35	3.9	64.86	4.9	-3.37	.003
VCB	42.78	3.0	43.52	3.4	-1.05	.303
CVL	209.87	11.8	214.91	13.6	-2.22	.037

On each of the four areas tested, there was a small increase on the mean scores between pretest and posttest. The difference between the scores of the VLC was the only significant difference with a t-score of -3.37 and the probability of .003.

Correlation of Posttest Scores for OVELI Fellows and Background Characteristics

Pearson product-moment correlations were calculated to describe relationships between the posttest scores for OVELI Fellows on visionary leadership behavior (VLB), visionary leadership characteristics (VLC), visionary culture-building (VCB), composite visionary leadership (CVL) and the following variables: age, years in present position, years as an administrator, and years as a teacher. The point biserial correlation was utilized to describe the relationship between the posttest scores for the OVELI Fellows and the variable gender. One-way analysis of variance was utilized to calculate the eta coefficient used to describe the relationship between the posttest scores for the OVELI Fellows and background variables: administrative certificate held, highest degree earned, and vocational subject area.

Relationships between VLB, VLC, VCB, CVL, and the Variables. Age, Years in Present Position, Years as Administrator, and Years as a Teacher

Table 9 reports the relationships between the OVELI Fellows' posttest scores on the VLB, VLC, VCB, CVL and the variables age, years in position, years as administrator and years as a teacher. Low positive relationships were found between the VLB (r = .15) and years of teaching experience.

Table 9

Relationships between VLB, VLC, VCB, CVL Posttest Scores for OVELI Fellows and Age, Years in Position, Years in Administration, and Years as a Teacher

Variables	Age r	Years in Position r	Years in Admin. r	Years as Teacher r
VLB	.04	.06	.04	.15
VLC	.03	.25	.19	.13
VCB	.16	.31	.06	.20
CVL	.02	.13	.11	.08

Low positive relationships were found between the VLC and years in position (r = .25), years in administration (r = .19), and years as a teacher (r = .13). A low to moderate moderate positive relationship was found between VCB and years of teaching experience (r = .31) and years as a teacher (r=.20). The CVL showed low relationships between years in position (r = .13) and years as an administrator (r = .11). None of the coefficients calculated to describe relationships between the OVELI Fellows' posttest scores and the selected personalogical variables were negligible.

Relationships between VLB, VLC, VCB, CVL, and the Variable Gender

The point biserial correlation was used to describe the relationship between the posttest visionary leadership behavior (VLB), visionary leadership characteristics (VLC), visionary culture-building (VCB), composite visionary leadership (CVL) scores for OVELI Fellows, and the variable gender.

Table 10 describes the relationship of the VLB and VLC posttest scores to the variable gender. Of the 23 OVELI Fellows, 9 were male and 14 were females.

Table 10

Relationships between Visionary Leadership Behavior (VLB) and Visionary Leadership Characteristics (VLC) Posttest Scores and Gender (N = 23)

Variable	f	%	VLB		VLC	
			M	SD	M	SD
Gender						
Male	9	39.1	105.56	4.64	64.44	3.09
Female	14	60.9	107.21	9.22	65.07	5.82

r,pb = .107 (VLB) r,pb = .06 (VLC)

Table 11 describes the relationship between the VCB and CVL posttest scores and the variable gender. On all four areas—VLB, VLC, VCB, and CVL, the females tended to score slightly higher on the posttest scores. The point biserial coefficients calculated to describe relationships between the OVELI Fellows' VLB, VLC, and the variable gender were negligible. A low relationship was reported between the VCB (r,pb = .20), CVL (r,pb = .13), and gender.

Table 11

Relationships between the Visionary Culture-Building (VCB) and Composite Visionary Leadership (CVL) Posttest Scores and Gender (N = 23)

Variable	f	%	VLB		VLC	
			M	SD	M	SD
Gender						
Male	9	39.1	42.67	3.45	212.67	6.20
Female	14	60.9	44.07	4.28	216.36	16.86

r,pb = .20 (VCB) r,pb = .13 (CLV)

Relationships between VLB, VLC, VCB, CVL Posttest Scores and the Variables Administrative Certificate, Highest Degree Earned, and Vocational Subject Area

The one-way analysis of variance was used to determine the eta coefficient to show the relationship between the posttest scores for OVELI Fellows and the variables administrative certificate, highest degree earned, and vocational subject area. Table 12 shows a summary of the relationships between the VLB, VLC, VCB, CVL posttest scores for OVELI Fellows and administrative certificate. There was no significant difference between and among the means for these variables.

Table 12

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows and Administrative Certificate (N=23).

Administrative Certificate	VLB		VLC		VCB		CVL	
	M	SD	M	SD	M	SD	M	SD
Other	112.0	4.24	65.5	3.53	44.0	.00	221.5	7.78
Supervisor	106.2	7.08	65.0	3.36	42.6	4.83	213.4	12.70
Director	107.3	6.10	65.6	5.30	44.7	2.97	217.6	10.82
Principal	98.0	21.21	59.5	10.60	39.5	4.95	197.0	36.77
Superintendent	106.7	4.50	65.3	1.53	43.0	1.00	215.0	3.60
F	.88		.66		.11		1.14	
P	.50		.53		.98		.37	
eta	.40		.25		.15		.45	
eta^2	.16		.06		.02		.20	

Table 13

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows and Highest Degree Earned (N=23).

Highest Degree	VLB		VLC		VCB		CVL	
Earned	M	SD	M	SD	M	SD	M	SD
Bachelor's	109.0	.00	63.0	.00	44.0	.00	216.0	.00
Master's	106.9	8.30	64.9	5.14	43.5	3.78	215.4	14.90
Ph. D.	103.7	3.06	64.7	4.50	43.3	1.53	211.7	3.21
F	.26		.07		.01		.09	
P	.77		.93		.99		.91	
eta	.16		.08		.04		.09	
eta^2	.03		.01		.00		.01	

Table 14

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows and Subject Area (N=23).

Voc. Subject	VLB		VLC		VCB		CVL	
Area	M	SD	M	SD	M	SD	M	SD
Agriculture	104.2	4.03	67.3	4.89	44.0	2.70	215.5	13.61
Business & Marketing	106.4	9.75	62.8	5.18	43.4	4.48	212.6	17.67
Home Economics	110.8	8.34	68.3	3.30	44.3	3.40	223.3	11.84
Trade & Industrial	104.7	5.69	63.0	2.64	43.0	2.64	210.7	7.37
Other	106.5	3.54	66.0	4.24	42.5	2.12	215.0	1.41
F	.39		1.41		.11		.47	
P	.81		.27		.98		.76	
eta	.28		.49		.15		.31	
eta^2	.08		.24		.02		.09	

The eta coefficients indicated a low to moderate relationship between and among the type of administrative certificates held by the Fellows and their scores on the visionary leadership variables: VLB (eta =.40), VLC (eta =.25), VCB (eta =.15), and CVL (eta =.45). The type of administrative certificate explained 16% of the variance in the VLB and 20% in the CVL of the OVELI Fellows.

Table 13 reports the relationships between VLB, VLC, VCB, CVL, and the highest degree earned. There was no significant difference between and among these means. A negligible to low relationship was reported between the highest degree earned and VLB (eta =.16), VLC (eta =.08), VCB (eta =.04), and CVL (eta =.09). The proportion of variance in the VLB, VLC, VCB, and CVL that could be explained by the highest degree of the OVELI Fellows was 3% or less, and was of no practical significance.

The relationship between the VLB, VLC, VCB, CVL scores, and the vocational subject area are reported in Table 14. The highest mean scores in all four areas tested were reported by the OVELI Fellows who indicated that their vocational subject area was home economics. There was a low to moderate relationship between the vocational subject areas of agriculture, business and marketing, home economics, trade and industrial education, other, and the visionary leadership scores. The proportion of variance in the VLC that could be explained by the vocational subject area was 24%. The proportion of variance in the VLB, VCB, and CVL that could be explained by the vocational subject area was 9% or less and deemed to be of no practical significance.

Difference between Pretest and Posttest Scores for OVELI Fellows as Perceived by Their Immediate Supervisor

The differences between the pretest and posttest mean scores for the OVELI Fellows as perceived by their immediate supervisor are reported in Table 15.

Table 15

Pretest and Posttest Mean Scores for OVELI Fellows as Perceived by Their Immediate Supervisor (N = 23)

Variable	Pretest		Posttest		t	p
	M	SD	M	SD		
VLB	105.67	7.2	105.87	10.86	-.08	.938
VLC	60.61	3.9	64.82	8.40	-.52	.609
VCB	42.61	3.4	41.87	5.85	.64	.530
CVL	208.91	14.2	209.30	24.10	-.08	.937

There was no significant difference between the pretest and posttest mean scores for the OVELI Fellows as perceived by their immediate supervisor.

Correlation of Posttest Scores of OVELI Fellows as Perceived by Their Immediate Supervisor and Background Characteristics

Pearson product-moment correlations were calculated to describe relationships between the posttest scores for the OVELI Fellows as perceived by their immediate supervisor on the VLB, VLC, VCB, CVL and the variables age, years in present position, years as an administrator, and years as a teacher. The point biserial correlation was used to describe the relationship between the posttest scores for the OVELI Fellows as perceived by their immediate supervisor and the variable gender. One-way analysis of variance was used to calculate the eta coefficient used to describe the relationship between the posttest scores for the OVELI Fellows and the background variables administrative certificate held, highest degree earned, and vocational subject area.

Relationships between VLB, VLC, VCB, CVL, and the Variables Age, Years in Present Position, Years as Administrator, and Years as a Teacher

The data reported by Table 16 show low to moderate relationships between the VLB, VLC, VCB, and CVL, and the variable age for the OVELI Fellows as reported by their immediate supervisor. Low positive relationships were found between the four visionary leadership behavior scores and years in administration. Low relationships were also reported between three visionary leadership behavior scores, VLB, VCB, CVL, and years as a teacher. A moderate relationship was indicated between the VCB and years as a teacher.

Table 16

Relationships between Posttest Scores and Selected Personalogical Variables for OVELI Fellows as Perceived by Their Immediate Supervisor

Variables	Age r	Years in Position r	Years in Admin. r	Years as Teacher r
VLB	.30	.06	.19	.21
VLC	.21	.02	.21	.08
VCB	.40	.01	.19	.29
CVL	.30	.02	.20	.20

Relationships between VLB, VLC, VCB, CVL, and the Variable Gender

The point biserial correlation was used to describe the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor and the variable gender. Table 17 indicates a negligible to low relationship between the variable gender VLB (.07) and VLC (.19) posttest scores. Of the 23 OVELI Fellows, 9 were male and 14 were female.

Table 17

Relationships between Visionary Leadership Behavior (VLB) and Visionary Leadership Characteristics (VLC) Posttest Scores and Gender (N = 23)

Variable	f	%	VLB Posttest		VLC Posttest	
			M	SD	M	SD
Gender						
Male	9	39.1	105.00	9.43	63.56	6.59
Female	14	60.9	106.42	11.95	60.29	9.40

r,pb = .07 (VLB) r,pb = .19 (VLC)

Table 18 describes the relationship between the VCB and CVL posttest scores for the OVELI Fellows as perceived by their immediate supervisor and the variable gender. The point biserial coefficients calculated to describe relationships between the posttest scores and VLB, VCB, and CVL were negligible.

Table 18

Relationships between Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores, and Gender (N =23)

Variable	f	%	VCB Posttest		CVL Posttest	
			M	*SD*	*M*	*SD*
Gender						
Male	9	39.1	41.78	4.15	210.33	19.45
Female	14	60.9	41.92	6.88	208.64	27.41

r,pb = .01 (VCB)   r,pb = .03 (CVL)

Relationships between VLB, VLC, VCB, CVL, Posttest Scores for OVELI Fellows as Perceived by Their Immediate Supervisor, and the Variables Administrative Certificate, Highest Degree Earned, and Vocational Subject Area

A one-way analysis of variance was used to determine the eta coefficient to show the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor and the variables administrative certificate, highest degree earned, and vocational subject area.

Table 19 reports the summary for the relationship between the VLB, VLC, VCB, and CVL posttest scores for the OVELI Fellows as perceived by their immediate supervisor and the variable administrative certificate.

Table 19

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows as Perceived by Their Immediate Supervisor and Administrative Certificate (N=23).

Administrative Certificate	VLB		VLC		VCB		CVL	
	M	SD	M	SD	M	SD	M	SD
Other	105.0	9.90	55.5	16.23	38.5	6.36	199.0	32.53
Supervisor	106.6	3.21	60.6	3.78	42.8	3.11	210.0	8.30
Director	107.1	13.55	62.7	9.44	42.7	7.32	212.5	29.69
Principal	113.0	1.41	67.5	2.12	45.0	.00	225.5	3.54
Superintendent	96.0	9.64	59.0	8.72	37.3	3.21	192.3	21.57
F	.86		.60		.82		.70	
P	.50		.67		.53		.60	
eta	.40		.34		.39		.36	
eta^2	.16		.12		.15		.13	

Relationships between administrative certification and visionary leadership scores were as follows: VLB (eta = .40), VLC (eta = .34), VCB (eta = .39), CVL (eta = .36). The proportion of variance in the visionary leadership scores that could be explained by the type of administrative certificate ranged from 12% - l6%.

Table 20 reports the relationship between VLB, VLC, VCB, and CVL posttest scores for OVELI Fellows as perceived by their immediate supervisor and highest degree earned. There were no significant differences among the four visionary leadership scores for those with different levels of degrees (i.e., bachelor's, master's, and Ph.D.). There was a low relationship reported by the eta coefficient for highest degree earned and the VLB (eta = .21), VLC (eta = .25), and CVL (eta = .19). No practically significant proportion of variance in the visionary leadership scores could be explained by the highest degree.

Table 20

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows as Perceived by Their Immediate Supervisor and Highest Degree Earned (N=23).

Highest Degree	VLB		VLC		VCB		CVL	
Earned	M	SD	M	SD	M	SD	M	SD
Bachelor's	112.0	.00	67.0	.00	43.0	.00	222.0	.00
Master's	104.8	11.34	60.6	8.63	41.7	6.37	207.2	25.46
Ph. D.	110.3	8.50	65.6	7.57	42.3	3.21	218.3	18.04
F	.48		.66		.03		.49	
P	.63		.53		.97		.68	
eta	.21		.25		.05		.19	
eta^2	.04		.06		.01		.04	

The summary for the relationships between the visionary leadership scores VLB, VLC, VCB, and CVL posttest test scores for OVELI Fellows as perceived by their immediate supervisor and vocational subject area are reported in Table 21. The data showed a low relationship between the VLC (eta = .21), CVL (eta = .28), and vocational subject area. A moderate relationship was reported between the VLB (eta = .36), VCB (eta = .32), and vocational subject area. There was no significant difference between and among the means. The proportion of variance in the visionary leadership scores that could be explained by the vocational subject area of the OVELI Fellows was 13% for the VLB and 10% for the VCB. The vocational subject area was of no practical significance in explaining the OVELI Fellows' scores on the VLC and CVL.

Table 21

Relationships between the Visionary Leadership Behavior (VLB), Visionary Leadership Characteristics (VLC), Visionary Culture-Building (VCB), Composite Visionary Leadership (CVL) Posttest Scores for OVELI Fellows as Perceived by Their Immediate Supervisor and Vocational Subject Area (N=23).

Voc. Subject Area	VLB		VLC		VCB		CVL	
	M	SD	M	SD	M	SD	M	SD
Agriculture	98.2	5.31	58.8	4.92	38.8	4.11	195.8	12.69
Business & Marketing	106.2	12.57	62.4	9.72	41.6	6.45	210.2	28.31
Home Economics	110.0	8.52	60.0	10.86	44.3	7.59	214.3	26.47
Trade & Industrial	106.7	15.95	63.7	9.45	42.0	6.08	212.3	31.39
Other	110.0	2.83	63.0	5.67	44.5	2.12	217.5	6.36
F	.68			.20		.50		.38
P	.61			.94		.73		.81
eta	.36			.21		.32		.28
eta^2	.13			.04		.10		.08

Correlation between Pretest and Posttest Scores for OVELI Fellows and the Pretest and Posttest Scores for OVELI Fellows As Perceived by Their Immediate Supervisor

Table 22

Relationships between VLB, VLC, VCB, CVL, Pretest and Posttest Scores for OVELI Fellows and the Pretest and Posttest Scores For OVELI Fellows as Perceived by Their Immediate Supervisor

		VLB		VLC		VCB		CVL	
		S_1	S_2	S_1	S_2	S_1	S_2	S_1	S_2
VLB	O_1	.19	--	--	--	--	--	--	--
	O_2	--	.26	--	--	--	--	--	--
VLC	O_1	--	--	.30	--	--	--	--	--
	O_2	--	--	--	.28	--	--	--	--
VCB	O_1	--	--	--	--	.06	--	--	--
	O_2	--	--	--	--	--	.02	--	--
CVL	O_1	--	--	--	--	--	--	.38	--
	O_2	--	--	--	--	--	--	--	.21

(S_1, = Fellow pretest) (S_2, = Fellow posttest) (O_1, = Supervisor pretest) (O_2, = Supervisor posttest)

Pearson product-moment correlations were calculated to describe relationships between the pretest and posttest scores of the OVELI Fellows and the pretest and posttest scores for the OVELI Fellows as perceived by their immediate supervisor (Table 22).

The data report a low to moderate relationship between the pretest and posttest scores for the OVELI Fellows and the OVELI Fellows as perceived by their immediate supervisor for the VLB, VLC, and CVL. A negligible relationship was reported between the VCB pretest and posttest scores for the OVELI Fellows and scores for the OVELI Fellows as perceived by their immediate supervisor.

Summary

Nine males and 14 females comprise the OVELI participants in this study. The Fellows ranged in age from 32 to 47 years. The years in present position ranged from 1 to 17 years. Years of experience as an administrator ranged from 0 to 18 years. The Fellows reported having between 0 to 21 years of teaching experience. Most of the OVLEI Fellows possessed a vocational director's certificate. The degree reported most frequently was a master's. Business and marketing education was reported most often as the vocational subject area of certification.

The study determined the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership scores. There was a slight increase on the mean scores between pretest and posttest for the OVELI Fellows. The VLC was the only area showing a significant difference.

The relationship between the posttest scores for the OVELI Fellows and background characteristics was reported. Low to moderate relationships were reported between VLB, VLC, VCB, CVL posttest scores for the OVELI

Fellows and age, years in position, years in administration, and years as a teacher. The relationship between posttest scorers for the OVELI Fellows and gender showed the females tended to score slightly higher. Relationships between the VLB, VLC, VCB, CVL posttest scores for OVELI Fellows and administrative certificate and highest degree earned showed no significant difference between and among the means. The highest mean scores in all four areas tested were reported by the OVELI Fellows who indicated that their vocational subject area was home economics. There was a low to moderate relationship between the vocational subject areas of agriculture, business and marketing, home economics, trade and industrial education, and other and the visionary leadership scores.

There was no significant difference between the pretest and posttest mean scores for the OVELI Fellows as perceived by their immediate supervisor. Relationships between posttest scores of OVELI Fellows as perceived by their immediate supervisor and background characteristics were reported. Low relationships were found between the four visionary leadership scores and years in administration. Low to moderate relationships were reported between visionary leadership scores and years as a teacher. The relationships between the posttest scores for the OVELI Fellows as perceived by their immediate supervisor and gender were negligible to low. The proportion of variance in the visionary leadership scores that could be explained by the type of administrative certificate ranged from 12%-16%. There were no significant differences among the four visionary leadership scores for those with different levels of degrees (i.e., bachelor's, master's and Ph.D.). The proportion of variance in the visionary leadership scores that could be explained by the vocational subject area of the OVELI Fellows was 13% for the VLB and 10% for the VCB. The vocational subject area was of no practical significance in explaining the OVELI Fellows' scores on the VLC and CVL.

A summary was reported for the relationships between the pretest and posttest scores for the OVELI Fellows and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor. Low to moderate relationships were reported for the VLB, VLC, and CVL. A negligible relationship was reported for the VCB scores.

The next chapter will include the summary, conclusions, and recommendations for this study. The researcher will report evidence showing the effects of vocational leadership development for individuals who participated in the Ohio Vocational Education Leadership Institute. Recommendations will be made for the practice of leadership development and for future research on leadership and the leadership development process.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research was conducted to determine the effects of vocational leadership development for individuals who participated in the Ohio Vocational Education Leadership Institute (OVELI). The researcher studied the 23 Fellows enrolled in OVELI during the 1992 institute.

Summary

The 118th General Assembly of the State of Ohio mandated the modernization of vocational education through Amended Senate Bill 140. This mandate required the preparation of vocational education graduates who are qualified as high performance workers to meet the demands of job requirements for the 21st century. To meet this challenge required forward-thinking visionary leaders who can courageously provide leadership for vocational education into the next century. It is for this purpose that the OVELI was established.

Purpose and Objectives of the Study

The major purpose of this correlational-descriptive study was to determine the difference between the pretest and posttest scores on the Leadership Behavior Questionnaire (LBQ) for selected individuals participating in the OVELI. The study further sought to describe the relationship between the pretest and posttest scores for OVELI Fellows and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor. The study also sought to describe the relationship between posttest scores for the OVELI Fellows and selected personalogical variables. The study was guided by the following research objectives:

1. Describe subjects on the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
2. Determine the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, and the composite visionary leadership score.
3. Describe the relationship between the posttest scores for OVELI Fellows on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, the composite visionary leadership score, and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
4. Determine the difference between the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership

characteristics scores, visionary culture-building scores, and the composite visionary leadership score.

5. Describe the relationship between the posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics scores, visionary culture-building scales, and the composite visionary leadership score and the following personalogical variables: age, gender, years in present position, years as an administrator, years as a teacher, administrative certificate(s) held, highest degree earned, and vocational subject area.
6. Describe the relationship between the pretest and posttest scores for OVELI Fellows and the pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor on the visionary leadership behavior scores, visionary leadership characteristics score, visionaryculture-building score, and the composite visionary leadership score.

Delimitations

Five delimitations included the following:

1. Subjects selected. The total population of OVELI Fellows for a one-year period was included in the study. Therefore, the results are generalizable only to the population of OVELI Fellows included in the study.

2. Two groups included in the study. Group one consisted of the 1992 class of OVELI Fellows. Group two included the immediate supervisors of the OVELI Fellows.
3. Use of the questionnaire selected. The questionnaire selected measured visionary leadership behavior scores.
4. Perceptions of the participants. This included perceptions of the OVELI participants and their immediate supervisor toward the questionnaire, the leadership institute, and the participants.
5. Absence of the control group. An appropriate control group was not available for the study.

Design

The research design for the study was a correlational-descriptive design (Fraenkel & Wallen, 1990). The correlational-descriptive design describes relationships between variables. This study investigated relationships between pretest scores and posttest scores on the Leadership Behavior Questionnaire for Fellows in the Ohio Vocational Education Leadership Institute. The study also investigated relationships between pretest scores and posttest scores on the Leadership Behavior Questionnaire as perceived by the Fellow's immediate supervisor.

Population

The population consisted of all 23 Fellows enrolled in the 1992 class of the Ohio Vocational Education Leadership Institute. The entire population was used in the study. Therefore, the results of the study were limited to the 23 Fellows included in the study. However, for the purpose of analyzing the data the population was assumed to be a random sample. This allowed the researcher to use t-tests to report the probability of a chance occurrence in the difference between pretest and posttest scores of the two groups. The difference between pretest and posttest scores was reported as mean differences. The t-test was used only to report the probability of chance occurrence between the pretest and posttest scores and to support the evidence found in reporting the mean score differences.

The Fellows enrolled were selected by the OVELI consulting panel from a pool of the candidate finalists. The Fellows selected were those individuals either serving presently as school administrators, classroom teachers pursuing administrative certification and desiring to become vocational administrators, or staff members from the Ohio Department of Education, Division of Vocational and Career Education.

Fellows were selected on the basis of the total score they received on the nomination and application forms. Nominations were made by their school superintendent (or agency supervisor) based upon the recommendation of the Fellow's immediate supervisor. The final selection of Fellows followed a 40-minute interview with the consulting panel that was comprised of the codirectors of OVELI, a university teacher educator, a retired joint vocational school district superintendent, and a representative from the Ohio Vocational Association. Appointment to the institute was made by the State Director of the Division of Vocational and Career Education, Ohio Department of Education.

Data-Gathering Instrument

The Leadership Behavior Questionnaire (LBQ) was used as the pretest and posttest instrument. Using a five-point Likert-type scale, the LBQ measured the dimensions of leadership behavior, leadership characteristics, and culture-building effects.

The LBQ consisted of 50 items with five items forming each of 10 scales. On each scale, two items (40%) were negatively stated and three (60%) were positively stated, to reduce social desirability bias (the tendency to give high positive responses to questions that have obvious "good" and "bad" answers) (Sashkin, 1990). An internal consistency coefficient (Cronbach's alpha test) was computed for each of the LBQ pretest and posttest scores using the data collected for the OVELI Fellows.

Data Collection Procedure

The institute commenced in January and continued through December and consisted of 10, monthly weekend seminars. The pretest LBQ was administered to the Fellows at the beginning of the first seminar in January 1992.

A brief explanation of the directions for completing the questionnaire was given. Most of the Fellows finished the questionnaire in less than 30 minutes. The Fellows were observed by the researcher during the administration of the questionnaire.

In February 1992, the LBQ pretest was mailed to the immediate supervisor of each of the Fellows along with a letter of explanation, self-addressed return envelope, and a request to return by March 10, 1992. All of the LBQ pretests were completed and returned to the researcher on time.

During the final seminar of the Institute in December, 1992 each of the 23 Fellows completed the LBQ posttest. Prior to completing the LBQ, the Fellows were given an explanation of each of the 10 scales on the LBQ. All of the LBQ posttests were completed. The Fellows were instructed to start at the beginning of the questionnaire and work straight through. Most of the Fellows finished the questionnaire in less than 30 minutes. The researcher observed the Fellows during the administration of the questionnaire.

Nothing unusual occurred during either of the two seminars in which the questionnaire was administered. All Fellows were given the same questionnaire and the same instructions, and the facilities remained the same.

In November the LBQ posttest was mailed to the immediate supervisor of each of the Fellows along with a letter of explanation, self-addressed return envelope, and a request to return by December 10, 1992. All of the immediate supervisors were the same individuals who completed the LBQ pretest in January. All of the LBQ posttests were completed and returned on time.

Data Analysis

All data were analyzed with the SPSS/PC+ statistical package for the social sciences. Data were analyzed through the following statistical applications: frequency analysis, Pearson product-moment coefficient, t-tests, point biserial coefficient, and one-way ANOVA showing the eta coefficient.

Findings

Nine males and 14 females comprised the OVELI participants in this study. The Fellows ranged in age from 32 to 47 years. The years in present position ranged from 1 to 17 years. Years experience as an administrator ranged from 0 to 18 years. The Fellows reported having between 0 and 21 years of teaching experience. Most of the OVLEI Fellows possessed a vocational director's certificate. The master's degree was the most frequently reported degree earned. Business and marketing education was reported most often as the vocational subject area of certification.

The study determined the difference between the pretest and posttest scores for OVELI Fellows on the visionary leadership scores. There was a slight increase on the mean scores between pretest and posttest for the OVELI Fellows. The VLC was the only area showing a significant difference.

The relationship between the posttest scores for the OVELI Fellows and background characteristics was reported. Low to moderate relationships were reported between VLB, VLC, VCB, CVL posttest scores for the OVELI Fellows and age, years in position, years in administration, and years as a teacher. The relationship between posttest scores for the OVELI Fellows and gender showed the females tended to score slightly higher. Relationships between the VLB, VLC, VCB, CVL, posttest scores for OVELI Fellows and administrative certificate and highest degree earned showed no significant difference between and among the means. The highest mean scores in all four areas tested were reported by the OVELI Fellows who indicated that their vocational subject area was home economics. There was a low to moderate relationship between the vocational subject areas of agriculture, business and marketing, home economics, trade and industrial education, and other and the visionary leadership scores.

There was no significant difference between the pretest and posttest mean scores for the OVELI Fellows as perceived by their immediate supervisor. Relationships between posttest scores of OVELI Fellows as perceived by their immediate supervisor and background characteristics were reported. Low relationships were found between the four visionary leadership scores and years in administration. Low to moderate relationships were reported between visionary leadership scores and years as a teacher.

The relationships between the posttest scores for the OVELI Fellows as perceived by their immediate supervisor and gender were negligible to low. The proportion of variance in the visionary leadership scores that could be explained by the type of administrative certificate ranged from 12%-16%. There were no significant differences among the four visionary leadership scores for those with different levels of degrees (i.e., bachelor's, master's, and Ph.D.). The proportion of variance in the visionary leadership scores that could be explained by the vocational subject area of the OVELI Fellows was 13% for the VLB and 10% for the VCB. The vocational subject area was of no practical significance in explaining the OVELI Fellows scores on the VLC and CVL.

The relationships between the pretest and posttest scores for the OVELI Fellows and pretest and posttest scores for OVELI Fellows as perceived by their immediate supervisor were reported. Low to moderate relationships were reported for the VLB, VLC, and VCL. A negligible relationship was reported for the VCB scores.

Conclusions

The study consisted of the total population of 23 Fellows participating in the 1992 OVELI. Therefore, the results of the study were limited to the 23 Fellows included in the study. Based upon the findings of the study, the following conclusions were made:

1. OVELI Fellows participating in this study represented a younger population than the current vocational teacher population in Ohio. In Ohio, 71 percent of the secondary vocational teachers have more than 10 years experience (Pinchak, 1993). The average age was 42 years. They were in their present position six years, had five years of administrative experience, and had completed 11 years of teaching experience. A summary of the other characteristics showed the majority possessed a vocational director's certificate. Most had earned a master's degree and reported business and marketing education as the vocational subject.
2. The participants of OVELI showed growth in several areas of visionary leadership. These visionary leadership characteristics included the following: bottom-line—the self-assurance that one can really have an impact and make a difference on organizational achievement; empowerment—the leader's use of power to empower others, who can use their power and influence to carry out elements

of the leader's vision; and long-term vision—the leader's ability to think clearly over relatively long spans of time, at least a few years.

3. Visionary culture-building was influenced by the number of years an OVELI Fellow served in the present position. Visionary culture-building included the following: culture—the extent to which the effective leader is able to develop or inculcate shared values and beliefs held by members that will strengthen organizational functioning, teamwork, and maintaining the culture; and organization—the leader's ability to have a positive impact on change, achieve goals, coordinate the activities of organizational members, and maintain the system.
4. The type of administrative certificate held by the OVELI Fellows was important to visionary leadership and specifically to visionary leadership behaviors. Visionary leadership behaviors were as follows: focused—the ability to manage one's attention and to direct the attention of others; trust—the leader's perceived trustworthiness, commitment, and reliability; communication—the ability to get the message across, even if this means devising some innovative way to ensure that the leader's idea is understood; respectful—the way a leader consistently and constantly expresses concern and feeling for others; and risk—refers to risks that concern implementing parts of the vision.

5. Gender did not seem to make a difference. There did not appear to any difference between males and females in visionary leadership development.
6. The highest degree earned by OVELI Fellows was of no significant importance in visionary leadership development. The OVELI Fellows reported the Ph.D. as the highest degree earned.
7. The vocational subject area of the OVELI Fellows was important in visionary leadership characteristic development. The vocational subject areas reported having the highest mean scores were agriculture and home economics.
8. The immediate supervisors tended to report stronger visionary leadership development of the OVELI Fellows than OVELI Fellows reported of themselves. Supervisors reported that the older and more experienced OVELI Fellows, either as administrator or teacher, the stronger the relationship to visionary leadership development. Visionary leadership development was influenced by the type of administrative certificate held by the Fellows.
9. When OVELI was concluded, the Fellows perceived themselves having higher visionary leadership skills than at the beginning of the institute. OVELI Fellows' awareness of their personal visionary leadership skills was similar to the perceptions of their immediate supervisors.

Recommendations

Recommendations for theory, research, and practice are given. The recommendations are based on findings from the review of literature and findings of this study.

Theory

1. Follow-up should be made of the class of 1992 OVELI Fellows to determine the extent of their continued professional growth. Another type of survey instrument should also be used to determine professional growth and advancement in their class. The LBQ should be administered to the OVELI Fellows and their immediate supervisors should be asked to assess the OVELI Fellows during the year following completion of the leadership institute. The Fellows may have changed positions within their school or even changed to another institution. The results of the LBQ from different supervisors could add interesting findings to the study.
2. The results of future OVELI classes should be studied using the LBQ or other reliable instruments to determine the effectiveness of the leadership institute. Continued follow-up of the classes of OVELI Fellows should be made to add to the data accumulated through the LBQ.
3. Further studies should be conducted to establish a broader data base so the results could be tested for stability with other leadership groups. Further investigation is also needed to

determine relationships between background characteristics and the variables of visionary leadership.

Research

4. The curriculum of OVELI should be further studied to investigate the need to strengthen the development of the specific leadership areas required of a visionary leader. These areas include the leadership skills required for visionary leadership behavior, visionary leadership characteristics, visionary culture-building, and the composite visionary leadership score. The OVELI seminars should focus upon the development of these visionary leadership skills through role models, formal presentations, readings, mentoring, and through the networking process.
5. This study should be replicated in other geographic regions of the United States to obtain a substantial data base for effective vocational leadership development programs. A broader data base would also make the instrument generalizable to a larger number of vocational administrators. The instrument would then be more useful for a wider range of research studies. A broader data base would also improve the capabilities of the instrument as a tool for professional development or evaluation.
6. This study should be replicated using alternative leadership instruments based on further literature reviews from business and industry. Vocational education has a significant link with industry

and it would be beneficial to strengthen that link by emphasizing instruments used in that area.

Practice

7. OVELI should be continued as a vocational education leadership development institute for the preparation of forward-thinking and visionary leaders who can lead vocational education into the next century. The results of this study show strengthening of self-confidence in the Fellows' visionary leadership skills. These visionary leadership skills included visionary leadership behaviors, visionary leadership characteristics, and visionary culture-building.
8. The findings of this study should be reviewed by the Director of the Division of Vocational and Career Education along with the codirectors of OVELI in a search of further implications for vocational leadership development. Consideration should be given for providing vocational leadership development to vocational education teachers, guidance counselors, and other related vocational school personnel. Consideration should also be given to providing leadership development to nonvocational school administrators and guidance counselors.
9. Further research on vocational leadership development should be conducted in Ohio. Consideration should be given to conducting a true experiment using a control group.
10. Findings of this research should be considered as criteria for the selection process of the next class of OVELI Fellows. Background

characteristics such as age, number of years in present position, and type of administrative certificate held were related to the OVELI Fellows' development of visionary leadership skills.

APPENDIX A:

INITIAL CORRESPONDENCE TO FELLOW'S IMMEDIATE SUPERVISOR WITH PRETEST INSTRUMENT

February 3, 1992

Dear _____________:

______________ a/an ______________ at your school, is enrolled in the Ohio Vocational Education Leadership Institute (OVELI) this year. The objective of OVELI is to develop the next generation of forward-thinking, visionary vocational administrators for Ohio's vocational education programs. To determine if OVELI is meeting its objects, we have selected a leadership evaluation questionnaire to be completed by each OVELI Fellow and his or her recommended administrator. The questionnaire is composed of 50 questions and is to be completed at the beginning of The Institute and again at completion time. The year for OVELI will soon be completed in December. You are asked to complete the questionnaire again.

The results of the study will be shared with you, however, the names of the Fellows will remain confidential. To complete a valid study, it is necessary to receive a questionnaire for each Fellow. Please take a few minutes to complete The Visionary Leader questionnaire and return it in the enclosed self-addressed envelope no later than December 10, 1992.

Your cooperation in this very important endeavor is appreciated. Thank you in advance for your assistance.

Sincerely,

Gale J. Leimbach
Co-Director Ohio Vocational Education
Leadership Institute

APPENDIX B:

INITIAL CORRESPONDENCE TO FELLOW'S IMMEDIATE SUPERVISOR WITH POSTTEST INSTRUMENT

November 20, 1992

Dear ______________:

______________, a member of your staff at ______________, is enrolled in the Ohio Vocational Education Leadership Institute (OVELI) this year. The objective of OVELI is to develop the next generation of forward-thinking, visionary vocational administrators for Ohio's vocational education programs.

To determine if OVELI is meeting its objective, we have selected a leadership evaluation questionnaire to be completed by each OVELI Fellow and his or her recommended administrator. The questionnaire is composed of 50 questions and is to be completed at the beginning of the Institute and again at completion time. The year for the 1992 OVELI will be completed in December and you are once again asked to complete a questionnaire.

The results of the study will be shared with you, however, the names of the Fellows will remain confidential. To complete a valid study, it is necessary to receive a questionnaire for each Fellow. Please take a few minutes to complete The Visionary Leader questionnaire and return it in the enclosed self-addressed envelope no later than December 10, 1992.

Your cooperation in this very important endeavor is appreciated. ____________ and the leadership of OVELI are pleased with the support and mentoring you have provided throughout the year.

Sincerely,

Gale J. Leimbach
Codirector of OVELI

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Enclosures

APPENDIX C:

LEADERSHIP BEHAVIOR QUESTIONNAIRE

Visionary Leadership Questionnaire

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QUESTIONNAIRE

I . . .

1) pay close attention to what others say when we are talking.

2) do not communicate very clearly.

3) am extremely dependable.

4) show that I really care about other people.

5) worry a lot about the possibility of failing.

6) believe that what I do as a manager is important because of the impact of my actions on people's behavior and on achieving organizational aims.

7) find that some of the most significant aspects of my position are the little "perks" that demonstrate my importance to the organization and its members.

8) often consider how a specific action plan I've developed might be extended to benefit my entire organizational unit.

9) generally have not been able to help the organization attain its goals.

10) encourage people to support their views and positions with concrete evidence.

11) have a hard time getting others to understand me clearly.

12) make points in strikingly clear and even unusual ways.

13) follow through on commitments.

14) do not always respect myself as a result of my actions.

15) try to avoid taking any risks.

16) can see clear effects resulting from my actions.

17) believe that the advantage of having a position of authority in this organization is that one is able to get people to do as one wishes, without pointless discussion or debate.

18) focus on clear short-term goals rather than being concerned with longer-range aims.

19) have been able to help this organization adapt to changing conditions.

20) strive to take actions to reach goals, rather than contributing to keeping things the way they are.

21) have a clear set of priorities.

22) sometimes do not notice how others feel.

23) often find it desirable to change or alter my position.

24) recognize others' strengths and contributions.

25) find ways to get everyone fully committed to new ideas and projects.

26) do what is called for but realize that my actions are not likely to make much of a difference.

NOT TO BE

1984, 1985, 1988, 1991 Marshall Sashkin, Ph.D.

BEST COPY AVAILABLE

Visionary Leadership Questionnaire (continued)

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QUESTIONNAIRE

27) think that the real value of power is in being able to accomplish things that benefit both the organization and its members.

28) have a hard time clearly explaining my long-range plans and goals to others in the organization.

29) have difficulty in dealing with problems of conflict and coordination.

30) try to help others develop a shared sense of what is important to us in this organization.

31) literally "grab" people's attention to focus them on the important issues in a discussion.

32) communicate feelings as well as ideas.

33) avoid committing to a position, preferring to remain flexible.

34) know and can express exactly how I "fit" into this organization.

35) learn from mistakes, treating errors as opportunities for learning rather than as disasters.

36) have found that no one person can make very much of a difference in how this organization operates.

37) seek power and influence in order to attain goals that everyone agrees are important.

38) think about how the plans and programs I have developed in my own unit might be expanded to benefit the entire organization.

39) express and support a set of basic values about how people should work together in this organization to solve common problems and reach shared goals.

40) help others understand that there is often little we can do to control important factors in the environment.

41) find it difficult to get others' attention when talking with them.

42) am able to get complicated ideas across clearly.

43) am someone on whom people feel they can depend.

44) show little concern for other peoples' feelings.

45) communicate excitement about future possibilities.

46) believe that I can make a difference to this organization.

47) want influence to create programs and attain organizational goals that will benefit everyone in the organization.

48) have plans in mind for this organization that extend over a period of several years or longer.

49) contribute to the organization's effective operation in terms of adapting to changes, attaining objectives, and coordinating the work activities of individuals and groups.

50) encourage others to pursue their individual work goals and to compete with their co-workers to see who is the best.

SAMPLE
DUPLICATED

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